WHOLESOME LIVING SERIES

HEALTH AND CONTROL

WILLIAMS AND DANSDILL

BENJ. H. SANBORN & CO.

WHOLESOME LIVING SERIES

HEALTH AND CONTROL

BY

JESSE FEIRING WILLIAMS, A.B., M.D.

PROFESSOR OF PHYSICAL EDUCATION

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

THERESA DANSDILL, A.M.

DIRECTOR OF HEALTH EDUCATION

NORTH CAROLINA TUBERCULOSIS ASSOCIATION

BENJ. H. SANBORN & CO.

CHICAGO NEW YORK BOSTON

Copyright, 1929
By BENJ. H. SANBORN & CO.

PREFACE

Health and Control is the third book of the Wholesome Living Series. In this series health is conceived, apart from heredity, as a condition that exists when one lives finely and well. A narrow view of health, that deals only with the physical, should not prevail.

This concept of health, as related to all individual life — body, mind, and spirit, and to social life in its various forms — is developed throughout this book, *Health and Control.* The crux of the moral, mental, and physical aspects of life is found, not in any special bit of information, or in any one particular habit, but in the intelligent effort of the individual personally to take charge of his life.

As a teaching problem, either in the home or school, the idea of personally taking charge of one's life is made concrete in the building of habits, the development of skills, and the holding of attitudes. It is important that these habits, skills, and attitudes established bear a clear relationship to the pertinent facts. In these days with widespread evidence of the lack of mental health, the positive, dynamic approach is much needed. It should be noted, however, that although a special chapter is devoted to control, the idea of control and personal charge of one's self runs throughout the entire book.

Finally, it should be clear that health is not an end; it is only a means that shall make possible vigorous and abundant life. To overemphasize safety first, to stress unduly the danger of germs, twists and warps the essential purpose of any and all education. After all, boys and girls should develop to the maximum the powers they have. The school is eager to make

opportunities suitable so that education may go on, at least without injury to health, and, if possible, with sure increase in the habits, skills, knowledges, and attitudes that favor it. It is everywhere the business of the school to foster activities and to provide facilities that make for the finest living of boys and girls; it should always be remembered that the purpose of life may be more satisfactorily interpreted in education as fine living rather than fine digestion. The splendid interest in health today must not unduly influence young people to give primary consideration to self-interest. Instruction should therefore constantly direct the pupils' reactions toward fine living as members of society rather than aid in the cultivation of a selfish personal culture.

JESSE FEIRING WILLIAMS
THERESA DANSDILL

SEPTEMBER, 1929.

ACKNOWLEDGMENTS

The authors extend grateful acknowledgment to the following individuals: Miss Julian Wade Abbott, Dr. Arthur J. Bedell, Miss Minnie Beenk, Miss Gertrude H. Britton, Miss Eleanor P. Browne, Miss Frances Brophy, Mrs. Bethesda B. Buchanan, Mr. Bailey B. Burritt, Miss Edith Countryman, Dr. Mason Crum, Mr. Roy C. Dady, Miss Katherine Daniels, Miss Sallie Joyner Davis, Mr. Watson Davis, Dr. Hoyt Dearholt, Dr. John M. Dodson, Mrs. Sadie Orr Dunbar, Mr. T. J. Edmonds, Mr. H. F. Enlow, Dr. L. Webster Fox, Miss Laura A. Gambel, Mrs. Cora D. Grant, Dr. Ernest Horn, Miss Grace T. Hallock, Miss Winifred Hathaway, Mr. Guy A. Henry, Miss Mary Icke, Miss Elizabeth Blaine Jenkins, Mr. Harvey L. Long, Dr. L. B. McBrayer, Miss Margaret McKee, Miss Ava B. Milan, Mrs. S. C. Morris, Miss Ruth Moscrip, Mr. A. A. Mowbray, Miss Nelda Nolting, Mr. Robt. W. Osborn, Miss Jeanie M. Pinckney, Mr. Marvin S. Pittman, Mr. Chas. F. Powlison, Dr. Wm. Allen Pusey, Miss Florence Signor, Miss Kathryne Radebaugh, Dr. Frank Richardson, Mr. Harvey A. Scott, Dr. Harry Steenback, Mrs. Edythe Tate Thompson, Mr. D. L. Walker, Miss Frances B. Williams, and Mr. Sidney J. Williams.

We express our thanks to the following publishing houses and organizations that have granted permission to use pictures, poems, or stories: American Medical Association, American Red Cross, American Institute of Baking, Association for the Improvement of the City Poor, A. Flanagan Co., Ginn & Co., Chas. Scribner's Sons, Children's Bureau, Chicago Heart Institute, Cream of Wheat Company, Detroit Tuberculosis Society, Eyesight Conservation Council, G. P. Putnam's Sons,

Howe Scale Company, *Hygeia,* Minneapolis Board of Park Commissioners, Modern Hospital Publishing Company, National Committee for the Prevention of Blindness, National Child Labor Committee, National Child Welfare Association, National Safety Council, *Nation's Health,* New York City State Commission on Tuberculosis and Public Health, *Northwestern Health Journal,* Oregon Agricultural College, Procter and Gamble Company, Quaker Oats Company, *Saturday Evening Post, Science Service,* State Charities Aid Association, *Survey,* Texas State Tuberculosis Sanatorium, U. S. Department of Agriculture, U. S. Department of Labor, U. S. Forest Service, University of Wisconsin, and *Youth's Companion.*

CONTENTS

CHAPTER		PAGE
I.	Building Health and Control	1
II.	Keeping Clean	18
III.	Weighing and Measuring	26
IV.	Food and Its Uses	37
V.	Foods and Eating	49
VI.	Food and the Teeth	73
VII.	Play, Work, and Rest	80
VIII.	The Out-of-Doors	97
IX.	The Indoors	113
X.	How the Muscles Work	125
XI.	Safety	150
XII.	Alcohol and Drugs	183
XIII.	Courtesy and Control	194
	Index	207

HEALTH AND CONTROL

CHAPTER I

BUILDING HEALTH AND CONTROL

To Win Means to Control. — Wallie was reading by the fireplace. The soft-shaded lamp behind him, lighting the pages of the book, cast a restful shadow for his eyes. He was reading a story about **control.**

To Win Means to Control

The soft haze deepened, the clouds of smoke came nearer, the flames, pointing long threatening fingers toward

Photo from Wide World Photos

Fighting to control the fire.

the trees of the forest, swept over them in sheets of fire. The men and women for miles around the mountain side came to the little schoolhouse sick at heart because of the precious homes soon to be ashes, and all their work gone to feed the flames.

"We are lost!" they cried, as they watched the flames coming slowly over the mountain side.

"Lost?" said a strong voice. "We are not lost if we can get the forest fire under control."

Captain Jansen stood erect and brave in the doorway of the little schoolhouse. He stood so straight and tall, and looked so brave and fine that all the people believed that he could help them.

"Shall we plan how to conquer our old enemy, then do our best to make our plans come true?" Captain Jansen asked.

For hours and hours they fought the flames, glad for strong muscles that helped them to gain inch by inch until the last spark was cold gray ashes on the mountain side.

Silently the stars came forth in the skies, softly the breezes whispered through the trees, and into the heart of each brave fighter came the thought, "To win means to control."

When Wallie had finished reading the story, he looked up from his book and said to his mother, "Mother, how does a boy learn control?"

His mother said, "Wallie, when you were a tiny baby you could not feed yourself. When you tried to eat with a spoon you often poked your food into your ear instead of your mouth. Sometimes it went on your cheeks and once in a while into your nose.

After a while you could place your food into your mouth, because you had learned a certain kind of control.

Courtesy, Oregon Agricultural College

When you were a tiny baby you could not feed yourself. You did so when you learned a certain kind of control.

"When you were learning to walk, you had many a bump and fall before you could control your legs and feet.

"Now you can walk miles without giving a thought of how it is done. You have formed the habit which gives you control of your muscles.

"You learn control by knowing what you wish to do and then by making earnest efforts every day to gain the thing you wish."

Habits and Control. — There are many things to be learned before you have control. Control cannot be given to any one; it has to be worked for. Good habits help to give us control of our bodies. They help us to grow stronger and to be happier; they help us to work better and to play more easily.

Control of Your Thoughts. — Have you read the story of the white dove that lived next door to a little girl who cried and pouted all the time? Do you re-

Only a man with good control of his muscles can do work like this.

member that he moved into the woods, next door to some big black bears? The dove said, "I would rather live next door to a growly, grizzly bear than near a little child who cries and snarls all the time."

The little girl did not have good control of her thoughts. Her body might be healthy, but it never would grow as fine and strong as it could if she had learned to control her thoughts and had formed the habit of being happy.

Forming Good Habits. — It is easy, while you are young, to form good habits that will give you a fine, clean, wholesome body and mind. It is easy to form good habits and hard to break them once they are formed. Sometimes we hear a girl or boy say, "When I am big I shall stand straight," or "After a while I shall eat good food," or "Tomorrow I shall try to be kind to others." What you are doing *now* is building the habits that will help you or harm you when you are grown.

How Habits Are Formed. — Habits are formed by doing the same thing many times. Some habits are easier to form than others. The habit of eating with the hands is easier to form than the habit of eating with a fork, but civilized people eat with forks, and the harder habit must be learned. Some health habits are hard to form, and because of this fact there are certain rules to follow.

First Rule: *Learn the best way of doing the thing you wish to become a habit.*

Suppose you wished to have the habit of standing straight and tall. First, you would need to learn the best way of doing that.

Second Rule: *Start at once to learn the best way and begin to practice it.*

Suppose you put off learning how to stand straight, or after learning how to do so, you did not practice. The habit would not get started. Therefore, begin now.

Third Rule: *Allow no exceptions to occur.*

This rule is very important. If you stand straight at school but not at home, the habit will not be formed. The habit must be practiced at all times. Therefore, allow no exceptions.

If you follow these three rules, you can form any habit you desire. After a new habit is formed, it will seem as easy then as putting on your coat or hat.

Good habits help us to grow strong and happy. What habit might this girl have been forming?

It Takes Time to Form a Habit. — Habits are not formed in a day. They take time. If you wish to form a habit, therefore, you must try hard each day. A habit of politeness is the result of many acts of courtesy and kindness. It is the same with any other habit.

Bad Habits Can Be Broken. — A good or bad habit cannot be formed in a day. Neither can it be broken within a short time. The best way to break a bad habit is to form a good one to take its place.

Suppose you have formed a habit that is not good for you, one that may cause you pain or illness, like

Courtesy, Pisgah National Park

What habits have some of these boys formed?

rubbing your eyes with your fingers. To break such a habit you should form the habit of wiping the eyes with a clean handkerchief.

By forming a good habit to replace the bad one, you are able to destroy a bad habit. How would you break the bad habit of putting your thumb into your mouth to moisten it before turning the pages of a book?

Twelve Health Habits. — On page 8 is a list of twelve habits that aid in being healthy.

Which habits of this list do you have?

Each habit of this list is a good health habit. If it is yours, you are finer and stronger than you would be without it. Each good habit that you have means that you have gained in control. Control helps to form habits, and good habits give control.

If you do not have all the good habits in the list on page 8, you should try your best to form them before you have finished this book.

How to Form the Twelve Health Habits. — The twelve health habits listed below can be made a real part of your life. Just reading them over will do little for you — you must *practice* them. You have learned that there are three rules for forming habits. These rules show us how to form health habits. Let us study these three rules again and see what directions they give us for forming some of these twelve health habits.

TWELVE DESIRABLE HEALTH HABITS

1. I wash my hands before each meal.
2. I brush my teeth at least twice a day.
3. I keep fingers and other things out of my nose and mouth.
4. I carry a clean handkerchief and use it when necessary.
5. I drink four glasses of water each day, but no tea or coffee.
6. I eat fresh vegetables and fruit when I can get them.
7. I drink slowly two glasses of milk each day when I can get it.
8. I go to the toilet at regular times.
9. I play outdoors or with windows open half an hour each day.
10. I am in bed ten or more hours each night, with the windows open.
11. I take a complete bath at least twice a week.
12. I am kind and helpful to others.

Health Habit I. — *I wash my hands before each meal.*

First Rule: *Learn the best way.*

Washing the hands is for the purpose of cleaning them. The best way of washing the hands before each meal is with warm water and soap. If the best way is followed the hands will be clean. Have you a clear idea of what clean hands look like? Will there be dirty nails or wrists or knuckles?

Second Rule: *Start now.*

The habit of washing the hands before meals should not be put off. So begin today. Begin your habit by washing your hands in the best way before the next meal.

Third Rule: *Allow no exceptions.*

To form the habit you should wash the hands before *every* meal. On picnics you may not have warm water and soap, and at other times there may be no chance to wash, but there should be no exception due to your failure to try to wash.

Health Habit II. — *I brush my teeth at least twice a day.*

First Rule: *Learn the best way.*

Brushing is for the purpose of removing small bits of food from around and between the teeth. Does this mean every tooth? Yes, from around every tooth. Shall paste or powder or salt or soda be used on the brush? Shall the teeth be brushed across, up and down, or in circles? Who will find out the best way? Must the best way be learned before the proper habit is formed?

Second Rule: *Start now.*

Should you brush your teeth tonight after supper and brush each tooth well, or wait until you learn whether to use paste or powder? Do not wait. Start now on the habit and improve it as you go along.

Third Rule: *Allow no exceptions.*

Brush the teeth before and after breakfast and

after supper. The habit will be well formed in a short time if no exceptions occur.

Study the remaining ten health habits and see if you can describe the three rules for each habit.

Examples of Good Habits. — Read the following and see if you can tell the rules used in the habits described.

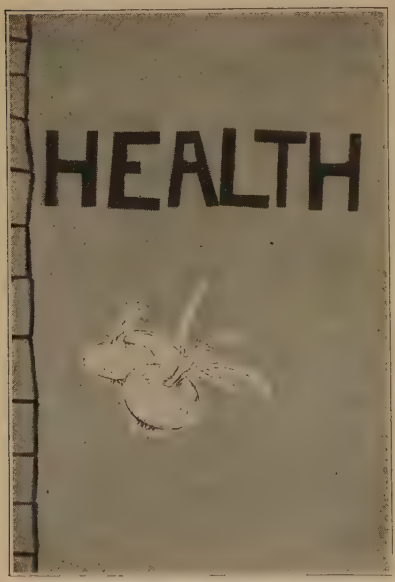
Courtesy, Hygeia

Keep thy body clean, thy thoughts pure, thy words kind.

1. The oldest, bravest knight said to the youngest knight of all: "Thou must keep thy body clean, thy thoughts pure, thy words kind. Shining, bright, and spotless must be thine armor, thy smile ready and cheerful. Thou must help the weak and the old, protect them and

serve them. All these must thou do if thou art to become a knight of whom thy country shall be proud."

2. A merchant chose one boy from a class of twenty who came to his office to ask for work. When asked why he chose this boy he said:



Your health notebook.

"He wiped his shoes on the door mat, he took off his cap when he came in, he gave his chair to a lame boy, he did not push or crowd. His hair was brushed, his hands, nails, face, neck, ears, and teeth were clean. His clothing was neat; his shoes were polished. He stood erect on both feet and answered my questions promptly." — Ella Lyman Abbot.

3. "I beg your pardon, sir," said John Anson. He raised his cap and smiled at an old gentleman. "My foot slipped. I am sorry I fell against you."

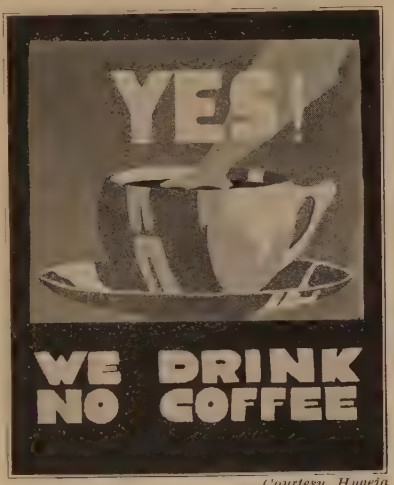
"Do not mention it," said the old gentleman, "you did no harm."

4. Once when Abraham Lincoln was riding through the country, he saw some robins that had fallen from the nest to the ground. He dismounted from his horse, picked up the birds tenderly, and placed them in their nest.

The Health Notebook. — A fine way to help you

form some health habits is to keep a record of your practice until you are sure you need not be reminded again.

To make your own health notebook, use plain white paper and a colored cover. Brown, tan, and gray are good colors for covers. If you have no colored paper, perhaps you can find some dark-colored plain wall paper. It can be cut the size you want your book to be, and it makes a very pretty cover. Sew your book with the blanket stitch. If you do not know what this stitch is like, some one who sews can tell you. This stitch is much better to use than fasteners, since fasteners tear out in a little while.

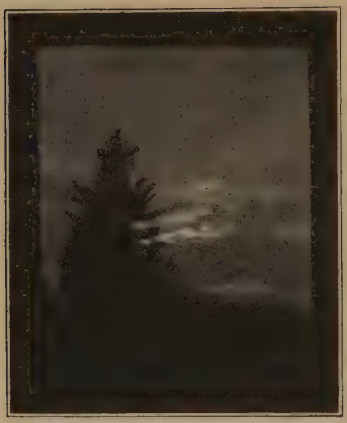


Courtesy, Hygeia

Suggested design for notebook.

Paste a health picture on the cover; or you may want to draw or cut a picture of your own. Cut or draw letters for the name of your book. Some girls and boys in Iowa chose these names:

My Health Book
Health for All
My Happy Book
Good Health
My Health Records



This is a page from a health notebook of a girl in North Carolina. It is a kodak picture taken one time when she and some friends were walking after school.

What to Put into the Notebook. — One boy cut a health alphabet for his book and found pictures in magazines to illustrate each letter. Some of the other boys and girls could not find pictures for their alphabet, so they cut them or drew them.

The girls and boys in a New York school wrote their own health rhymes for their notebooks. This was even better than finding them.

Daily Record of How I Keep Clean

	SUN.	MON.	TUE.	WED.	THUR.	FRI.	SAT.
Clean teeth	×	×	×	×	×	×	×
Clean hands and nails	×		×	×	×		×
Clean face, neck, ears, and body	×	×			×	×	×
Well-kept hair	×	×			×	×	×
Tidy clothing	×	×	×		×	×	×

A daily record of cleanliness was kept in a notebook by a boy in a fourth grade in North Carolina. He made an × for each day he did the things he wanted to remember to do. He did not make any mark on the days he forgot. Did he keep every rule each day?

There are many records to be kept in your notebooks — records of certain controls you gained in working, in playing, in acting, and in thinking. Some of the records may have to be kept for a long time because it is hard for you to learn certain controls. Other habits may be easy for you and hard for some one else. It would be fine if you could help some one else to form a good habit this year. Do you remember the lines:

I'll help you and you'll help me,
Then what a happy world 'twill be.

You will be happier yourself if you help others to be happy.

Keeping records will not mean anything if good habits and controls are not formed. You remember that in the story of the forest fire Captain Jansen took charge. Taking charge of your own thoughts and acts will help you to form good habits in working, in playing, in thinking, and in doing.

The things you learn in this book will help you to gain the control that gives a fine, strong body and a wholesome mind. The control will be gained fully if you practice daily what you learn.

Do you remember the three rules for forming habits?

1. *Learn the best way of doing the thing you wish to become a habit.*
2. *Start at once to learn the best way and begin to practice it.*
3. *Allow no exceptions to occur.*

At Home At School

What do parents and teachers say in answer to these questions?

THINGS TO TALK ABOUT

1. Does the way I act today tend to control the way I shall act tomorrow? Why?
2. Can I learn good habits that will be helpful every day? Why?
3. Where can the child learn about the things that teach him to take charge of his life and live each day at his best?
4. Does good health help one to play and work at school?
5. Will this book and practicing what it teaches me help:

To control my tomorrow? To keep in good health?
To learn good habits? To do my work well?
To take charge of my life? To play?

THINGS TO THINK ABOUT

1. What kind of man or woman am I building each day?
2. What person do I wish most to be like?
3. Am I doing all I can each day to be like that person?
4. Is this person the best one that I know for that purpose?
5. Have I ever read of people whom I wish to be like?
6. What can I do to be like them?
7. How can one easily learn good health habits?
8. What is the meaning of self-control?
9. How can a bad habit be broken?
10. What health habits should a boy or girl have?

THINGS TO DO

1. Learn the way to form habits. Learn the three rules of habit formation. Write them in your notebook of health.

2. Learn the twelve health habits on page 8 and write them in your notebook of health.

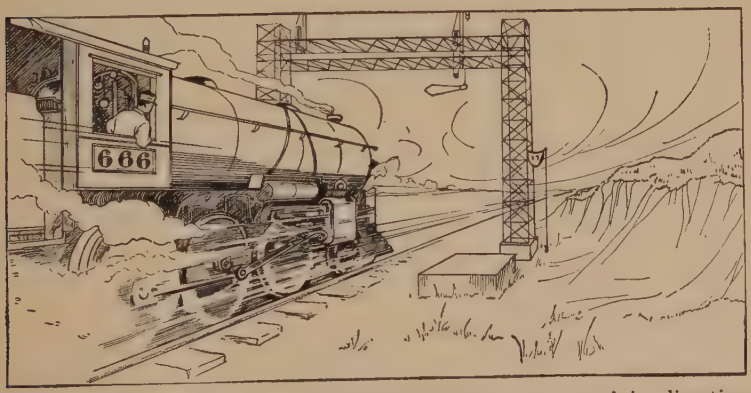
3. Make a cleanliness record and see if you can do better for a week than was done by the fourth grade boy in North Carolina. Is a week's record long enough to form the habit?

4. Try to find a quotation or verse about habits, that you can put into your notebook. Here is one: "While *it is never too late to mend* bad health habits, it is never too early to form good ones." Can you find one?

5. Keep a record of your efforts to form one habit and see how well you do it.

6. Illustrate with pictures cut from magazines one of the twelve health habits.

7. Try to find a picture of some one who has good control. A boy in Iowa put into his notebook the picture of a railroad engineer. Does he have control? How does he help the passengers on his train?



What other person besides the engineer must use control in directing trains?

CHAPTER II

KEEPING CLEAN

Photo from H. Armstrong Roberts

"Soap bubbles chase away germ troubles?" (Hygeia.)

Keeping a Record of Cleanliness. — You have learned a list of health habits and have begun to practice them. To form habits of keeping clean is not easy. It is difficult to keep clean and still play out of doors and do the chores. If a boy or girl had no work to do or games to play, then keeping clean would be very easy.

FORM FOR KEEPING A CLEANLINESS RECORD

	SUN.	MON.	TUE.	WED.	THUR.	FRI.	SAT.
Hands	×	×	×	×	×	×	×
Nails							
Finger	×	×	×		×	×	×
Toe	×	×	×		×	×	×
Face	×	×	×	×	×	×	×
Neck	×	×		×	×	×	×
Ears	×	×		×	×	×	×
Teeth	×	×	×	×	×	×	×
Feet	×	×	×	×	×	×	×
Hair	×	×	×	×		×	×
Whole body			×		×		×
Clothing	×		×	×	×	×	

Photo from Wide World Photos

We usually think of baths as taken to clean the body, but pigs do not care for cleanliness. Why are they in the water? What kind of record would pigs have?

On page eighteen is the record of a fourth grade boy in an Oregon school. He made an × in the proper place each day. Make a similar form in your own notebook and see if you can do as well as he did. He took three baths that week. That was doing very well. One day he forgot to wash his neck and ears and on another he forgot to brush his clothing, but he has made a good start. To form the habit well he must practice it every day.

'Tis truly said that cleanliness
Is such a lovely virtue;
'Tis also true that tubs and suds
And water will not hurt you.

— JOHN MARTIN, *The Muddies from Mussyland.*

The Skin Should Be Clean. — A healthy skin helps to keep your body warm when you should be warm and cool when it needs to be cool. Have you ever played so hard that little drops of water came out on your body, and that when you took off your cap your forehead and hair were wet? These drops of water are called perspiration. This is the way the skin cools you when you are too warm. The little glands which give the perspiration collect waste matter from your body. This waste is in the perspiration that forms on your skin. The water goes away, but the waste matter stays and makes an unpleasant odor unless it is washed off. That is why you ought to take a bath frequently. If you do not bathe, the skin cannot do its work so well. A bath all over the body should be taken at least twice a week. Some children take a complete bath every day.

The skin should be kept clean.

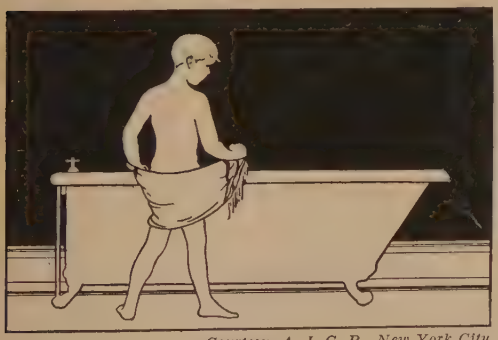
The brush is good to clean potatoes as well as hands, but the same brush should not be used for both.

When to Wash the Hands. — The hands get dirty easily because they are used so much in handling things that are not clean. The hands should be washed:

1. Before eating
2. Before going to bed
3. After going to the toilet
4. Whenever dirty

Nail-cleaning tools.

How to Wash the Hands. — Warm water and soap should be used in washing the hands. A nail brush is helpful in getting the dirt from around the nails. A wash-cloth is as good or even better. The knuckles and wrists may need more rubbing than other parts of the hand. After washing, look at them to see if they are clean.



Courtesy, A. I. C. P., New York City

Wash yourself clean and then rub with a coarse towel.

How to Take a Complete Bath. — To clean the entire body, a tub bath in warm water is used. The neck, arms, and legs should be washed. A wash cloth is needed for this. Special attention should be given to the feet, knees, and elbows.

A cold bath is not to clean the body but to harden the person against colds. The habit of taking a cold bath every morning is for most people a good one to form. Children who are underweight should not take a cold bath.

Courtesy, Hygeia

Things to Know about the Hair. — A clean scalp and well-cared-for hair are desirable. Hair needs good food to make it grow, just as our teeth, bones, and other parts of the body need it. Eating the proper foods, such as milk, cream, butter, the yolk of eggs, spinach and other green vegetables, cereals, prunes and raisins, oranges and other fresh fruits, gives the hair material for growth.

How to Clean the Hair. — The hair should be brushed each day to remove the dirt and dust that have collected on it. It should be combed and brushed at night before going to bed. This keeps it free from snarls, and helps to keep the scalp healthy. The scalp is a part of the skin just as is the covering of the hands, the arms, and other parts of the body.

It should be kept clean. Sunshine and cleanliness help to make glossy, beautiful, healthy hair.

Keep Your Brush and Comb Clean. — Use your own brush and comb if you can. If you must use one that is used by some one else, clean it before using. Always clean your comb after using it. The brush and comb should be washed frequently and placed in the sun to dry.

Brush the hair before each meal and before going to bed.

When and How to Keep Clean

Part to Be Cleaned	When to Clean	How to Clean
The hands	Before eating, going to bed, after using the toilet, and whenever dirty.	Warm water and soap. Use a nail brush.
The entire body	At least twice a week. After exercising.	Warm water and soap. Use a wash cloth.
The nails	Before breakfast in the morning and before dinner at night.	Wash carefully first, and then clean with an orange stick. In cutting the toenails, trim them straight across.
The hair	Brush on dressing, before meals, and before going to bed. Wash whenever dirty, usually about once a week.	Use a clean brush. Keep the brush clean by washing. Wash the hair with warm water and soap.

At Home At School

What do parents and teachers say in answer to these questions?

THINGS TO TALK ABOUT

1. Why do some people get dirtier than others?
2. Is hot or cold water better for cleaning the hands? Why? What is the value of soap?
3. Why should the hands be clean for eating?
4. Do animals clean themselves? Do all animals? Which ones do?

THINGS TO THINK ABOUT

1. What are the different forms of bathing that people use?
2. Are sun-baths to cleanse the body?
3. At what times should the hands be washed? Is it necessary to use a bathtub to be clean? Why is a tub used so often for this purpose?
4. After a bath what should one do?
5. Why are cold baths not cleansing? What care should be used in taking cold baths?

THINGS TO DO

1. Paste in your notebook pictures of different things that help you to be clean — soap, towels, tubs, water, children washing themselves, etc.

2. Write in your notebook quotations that praise cleanliness. Addison wrote: "Cleanliness makes us agreeable to others."

Cobb said: "There are two kinds of dirty nails that may be dangerous — those in old boards and those on dirty fingers." Can you find others?

CHAPTER III

WEIGHING AND MEASURING

Things That Affect Your Size. — If you look at the girls and the boys in your class, you will see that some are tall for their age, some are short, and some are of medium height. If they are weighed, some will weigh very much more than most of the others in the class and some will weigh much less. There are certain things that affect your size and weight. If your father and mother, your grandfather and grandmother, or maybe even your great-grandfather and great-grandmother are very short, you most likely will be short too. If all of them are very tall, the chances are that you are taller than many of

These girls are the same age but are different types of body build. Each one is correct weight for her height.

the others in your class. If your parents are big and strong and you are tiny and weak, the chances are you have not kept well. If so, it may be because you did not eat the right kinds of food or did not sleep and play long hours in the fresh air.

Breakfast Needed for Growth.—Children who go to school without eating breakfast are very frequently thin and tired. In Cleveland, Ohio, some teachers had a number of pupils who were very thin and who were not doing good work in school. They asked the children about eating breakfast, and they found out that nineteen of the twenty children who were doing poor work were not eating breakfast.

Courtesy, The Howe Scales Company

By the way, how much do you weigh?

How could the fact of not eating breakfast affect their size, strength, and power to do good work? Food is needed to provide material for growth and activity. While children sleep, the body takes the food that was eaten the night before and uses it for growth and repair. When morning comes, more food

Height and Weight Tables

BOYS

Height Inches	5 Yrs	6 Yrs	7 Yrs	8 Yrs	9 Yrs	10 Yrs	11 Yrs	12 Yrs	13 Yrs	14 Yrs	15 Yrs	16 Yrs	17 Yrs	18 Yrs
39	35	36	37											
40	37	38	39											
41	39	40	41											
42	41	42	43	44										
43	43	44	45	46										
44	45	46	46	47										
45	47	47	48	48	49									
46	48	49	50	50	51									
47	...	51	52	52	53	54								
48	...	53	54	55	55	56	57							
49	...	55	56	57	58	58	59							
50	...	...	58	59	60	60	61	62						
51	...	...	60	61	62	63	64	65						
52	...	...	62	63	64	65	67	68						
53	...	...	...	66	67	68	69	70	71					
54	...	...	...	69	70	71	72	73	74					
55	...	...	...	...	73	74	75	76	77	78				
56	...	...	...	...	77	78	79	80	81	82				
57	...	...	...	...	...	81	82	83	84	85	86			
58	...	...	...	...	...	84	85	86	87	88	90	91		
59	...	...	...	...	...	87	88	89	90	92	94	96	97	
60	...	...	...	...	...	91	92	93	94	97	99	101	102	
61	...	...	...	...	...	...	95	97	99	102	104	106	108	110
62	...	...	...	...	...	...	100	102	104	106	109	111	113	116
63	...	...	...	...	...	...	105	107	109	111	114	115	117	119
64	...	...	...	...	...	...	...	113	115	117	118	119	120	122
65	...	...	...	...	...	...	...	...	120	122	123	124	125	126
66	...	...	...	...	...	...	...	...	125	126	127	128	129	130
67	...	...	...	...	...	...	...	...	130	131	132	133	134	135
68	...	...	...	...	...	...	...	...	134	135	136	137	138	139
69	...	...	...	...	...	...	...	...	138	139	140	141	142	143
70	...	...	...	...	...	...	...	...	...	142	144	145	146	147
71	...	...	...	...	...	...	...	...	...	147	149	150	151	152
72	...	...	...	...	...	...	...	...	...	152	154	155	156	157

To determine the weight for a given height and age, trace the height line to the proper age column. (By courtesy of Dr. Thomas D. Wood.)

is needed to use in the time that will elapse before the noonday meal. Every act of walking, running, playing, working, studying, and thinking takes

Height and Weight Tables

GIRLS

Height Inches	5 Yrs	6 Yrs	7 Yrs	8 Yrs	9 Yrs	10 Yrs	11 Yrs	12 Yrs	13 Yrs	14 Yrs	15 Yrs	16 Yrs	17 Yrs	18 Yrs
39	34	35	36											
40	36	37	38											
41	38	39	40											
42	40	41	42	43										
43	42	42	43	44										
44	44	45	45	46										
45	46	47	47	48	49									
46	48	48	49	50	51									
47	. .	49	50	51	52	53								
48	. . .	51	52	53	54	55	56							
49	. . .	53	54	55	56	57	58							
50	. . .	. . .	56	57	58	59	60	61						
51	. . .	. . .	59	60	61	62	63	64						
52	. . .	. . .	62	63	64	65	66	67						
53	. . .	. . .	. . .	66	67	68	68	69	70					
54	. . .	. . .	. . .	68	69	70	71	72	73					
55	. . .	. . .	. .	. . .	72	73	74	75	76	77				
56	. . .	. . .	. . .	. . .	76	77	78	79	80	81				
57	. . .	. . .	. . .	. . .	. . .	81	82	83	84	85	86			
58	. . .	. . .	. . .	. . .	. . .	85	86	87	88	89	90	91		
59	. . .	. . .	. . .	. . .	. . .	89	90	91	93	94	95	96	98	
60	. . .	. . .	. . .	. . .	. . .	. . .	94	95	97	99	100	102	104	106
61	. . .	. . .	. . .	. . .	. . .	. . .	99	101	102	104	106	108	109	111
62	. . .	. . .	. . .	. . .	. . .	. . .	104	106	107	109	111	113	114	115
63	. . .	. . .	. . .	. . .	. . .	. . .	109	111	112	113	115	117	118	119
64	. . .	. . .	. . .	. . .	. . .	. . .	. . . .	115	117	118	119	120	121	122
65	. . .	. . .	. . .	. . .	. . .	. . .	. . . .	117	119	120	122	123	124	125
66	. . .	. . .	. . .	. . .	. . .	. . .	. . . .	119	121	122	124	126	127	128
67	. . .	. . .	. . .	. . .	. . .	. . .	. . . .	. . . .	124	126	127	128	129	130
68	. . .	. . .	. . .	. . .	. . .	. . .	. . . .	. . . .	126	128	130	132	133	134
69	. . .	. . .	. . .	. . .	. . .	. . .	. . . .	. . . .	129	131	133	135	136	137
70	. . .	. . .	. . .	. . .	. . .	. . .	. . . .	. . . .	. . . .	134	136	138	139	140
71	. . .	. . .	. . .	. . .	. . .	. . .	. . . .	. . . .	. . . .	138	140	142	143	144
72	. . .	. . .	. . .	. . .	. . .	. . .	. . . .	. . . .	. . . .	. . . .	145	147	148	149

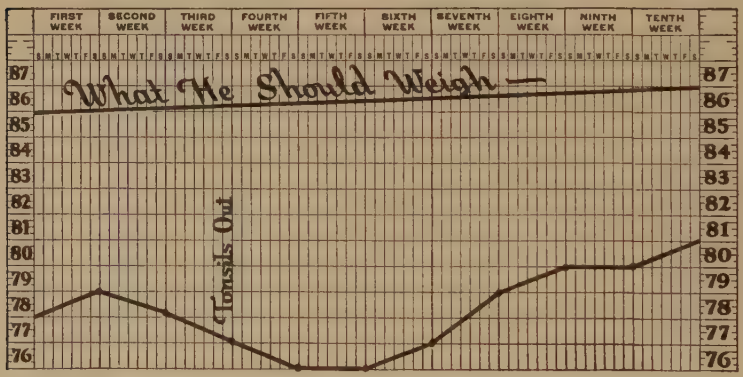
To determine the weight for a given height and age, trace the height line to the proper age column. (By courtesy of Dr. Thomas D. Wood.)

some of the material that should be used for growing.

How Much Should You Weigh? — Read the height and weight tables for boys and girls. If you know

your height in inches, then read what you should weigh as given on the same line in the column of your age. Thus if you are a boy, 54 inches tall and 11 years old, your weight should be 72 pounds.

If you are shorter or taller than the boys or girls of your age, that fact has little to do with your health. You can be short, tall, or of medium height and still be well and strong. If you are very much underweight according to such tables, you should try to gain.



James — Age 14 Years — Height 58 Inches

James had badly infected tonsils at the time of his enrollment in the nutrition class. Regular hours, sleep, daily rest periods, and five meals a day taken regularly gave him a gain of two pounds the first week. Then his weight line began to go down. He lost two pounds the week after having his tonsils removed. He attained his standard weight line at the end of four months.

How to Gain in Weight. — Eating the right kinds of food, getting long hours of sleep and play in the sunshine and fresh air, and trying to be happy and to have control will help you to gain. You may be very

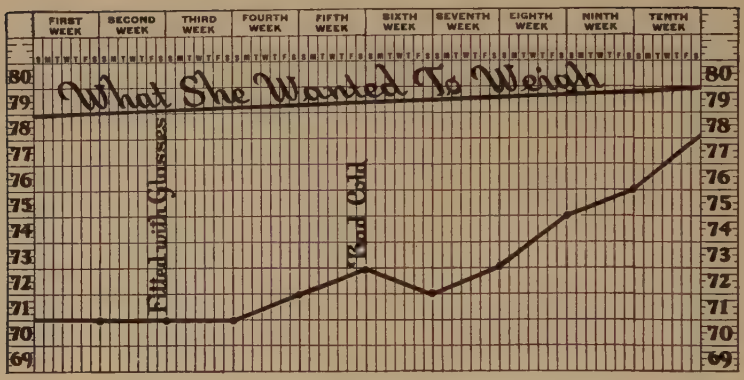
much underweight because you have bad teeth that need care. Or perhaps it is adenoids that prevent a good supply of fresh air from getting into your lungs. Some children are greatly underweight because they have diseased tonsils that need to be taken out. Others may have malaria or hookworm. What should these children do as a first step in gaining the correct weight?

What You Should Gain Each Month. — Older children gain more than younger ones. The table below shows you what girls and boys of your age should gain each month.

Normal Monthly Gain in Weight for Boys and Girls

Boys		Girls	
Age	Gain	Age	Gain
6 to 8 years	6 ounces	6 to 8 years	7 ounces
8 to 12 years	8 ounces	8 to 11 years	9 ounces
12 to 16 years	15 ounces	11 to 14 years	15 ounces

Other Signs of Health. — Proper weight is not the only sign of health. If the weight is correct for height and age, one is usually well nourished, but one's actions also show the nutrition. If you feel happy, enjoy your food, sleep long hours, and gain each month, your nutrition is satisfactory even though you weigh less than you should. If you are pale, do not wish to eat, do not sleep well, are fretful and pouty, then your nutrition is poor.



Rosemary — Age 10 Years — Height 56 Inches

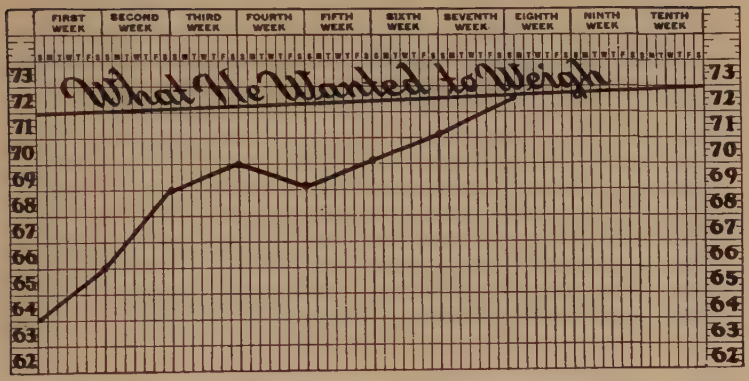
Rosemary had very weak eyes. She could not do good work in school and worried about it. An oculist fitted her eyes with glasses, and she began to gain in weight.

Molly has proper weight for height. She does not eat vegetables, but often has candy between meals. She has a bad temper. Does Molly have good or poor nutrition?

James is short and slender. He weighs less than he should by the tables. He eats proper foods and plays well in games. He won a prize in swimming and sleeps 10 hours each night. Does James have good or poor nutrition?

How to Measure the Height. — Do you know how tall you are? We say an individual is 4 ft. 6 in. tall, or whatever number of feet and inches he measures in height. Below is one way of finding out how tall you are:

1. Remove your shoes before being measured, that you may get your correct height.



George — Age 12 Years — Height 54 Inches

George had no disease or physical defects. He had bad health habits. He did not eat breakfast, ate candy between meals, and would not get enough sleep. He changed his habits and soon was his correct weight.

2. Stand straight and tall, close against a wall that has no baseboard, or stand against the frame of the door.

3. Mark the place where the top of your head comes.

4. Measure the distance from mark to the floor. Use a foot rule or a yardstick. Count the number of feet you measure.

5. How many inches do you measure in addition to the number of feet?

6. This number of feet and the number of inches is your height.

For use in the tables reduce the feet to inches and add the inches of the measurement. Thus, if you are 4 feet 6 inches tall, your height in inches is $4 \times 12 = 48$, plus $6 = 54$ inches.

Anna Bell Lee — Age 11 Years — Height 57 Inches

Anna Bell was ten pounds underweight. She was moody, cross, unpleasant, and was not doing good work in school. She wanted to be fine and strong like the other girls and boys in her class. At that point she joined the nutrition class. She now ate good food, had long hours of sleep, and tried hard to be helpful and cheerful. See how her weight line went up. She grew so pretty, and her smile was so lovely that everybody liked to be with her. You see she felt well, and when folks feel well, they look well, too.

How to Weigh Yourself. — The scales should be balanced first. Ask your teacher or a friend how to do this. To get your weight do the following:

1. Remove your sweater or coat and your shoes.
2. Stand still on the center of the scales.
3. Move the weight on the balance beam of the scales until the beam balances.
4. Read how much you weigh as given on the beam to the left of the weight.

You can now tell if you weigh what you should for your height and age. Use the age at your nearest birthday. Thus if you are 10 years and 3 months old, use 10 years. If you are 10 years and 7 months old, use 11 years.

At Home At School

What do parents and teachers say in answer to these questions?

THINGS TO TALK ABOUT

1. How can I weigh more than I do?
2. Is proper weight for height and age one sign of good nutrition? Will it help me in my work and in my play?
3. Do animals ever get underweight or overweight? Do breeders of fine cattle and fine horses try to keep them in good nutrition?
4. How much underweight may one be and still be called normal? How much overweight?
5. Why are age and height used in telling what one's weight should be?

THINGS TO THINK ABOUT

1. Why do some foods help more than others to gain in weight?
2. What is the effect of diseased tonsils on weight?
3. Why do rest and sleep affect weight?
4. Why does hookworm disease or malaria cause loss of weight?
5. How can I grow taller and gain in weight?
6. How can I become strong?
7. Why should every girl and boy eat breakfast?

8. Do children grow slower or faster than grown-ups? Is there any reason why children should be weighed every month, although grown-ups weigh themselves less often?

THINGS TO DO

1. Find your height and age in the height and weight tables. See what you should weigh and then see what you do weigh.
2. Begin today to do those things which will help you to have the proper weight for your height and age.
3. Plan a list of foods that would help to increase weight if freely used and to reduce weight if used very little.
4. Make a chart in your notebook on which you will keep your weight each month. If you are not gaining as you should, list in your notebook the things you will do for a month to help you to gain.

CHAPTER IV

FOOD AND ITS USES

Food in Other Lands. — Suppose that we could step on a magic carpet, sailing away in a minute to a foreign land. We should find there some of the same kinds of food which we eat here. Others would be very different but would have in them the things that help us to grow, to move about, and to keep the body in repair.

India. — In India we should have boiled corn cake, different kinds of corn bread and hominy, which is corn with the outer shell removed, rice, wheat, milk and butter from both the cow and the buffalo, and all kinds of vegetables — cabbage, cauliflower, beets, turnips, peas, tomatoes, and eggplant. There would be fruits and sweets — almost as many as we have in America.

Philippine Islands. — Suppose that our next trip on the magic carpet should take us to the Philippine Islands. We might land in a country village where there are no grocery stores. The only food is that which the natives raise or fish they catch. Their foods are rice, fish, pineapple, banana, coconut, guava, sugar and syrup from sugar cane, salad from the green tops of bamboo trees, papaws, and mangoes.

Rice is grown in the Philippines on flat terraces made on the mountain side.

Cuba. — Next we might want to go to Cuba where we should find white rolls, guava jelly, fresh lemons, newly made sugar, fried chicken or parrots, if you like them, oranges, bananas, coconuts, mangoes, yams, corn, okra, and chicota, which is a vegetable like our summer squash.

Armenia. — We are sure that we should like to go to Armenia. They have bread made into thin cakes scarcely thicker than a knife blade and nearly a yard long, curdled milk which they call losh, wheat, corn, almonds, raisins, quinces, grapes, and watermelons.

Siam. — If we were to visit Siam, we should find rice, fish, and meat, but no bread, butter, cow's milk, pie, cake, or pudding. The Siamese use the milk of the coconut, which is very good. They make delicious soup of many kinds of meat and

all sorts of vegetables boiled down until it is like jelly. Little cakes of rice flour and coconut milk are eaten with it. They also have the mangosteen fruit, which is very tasteful. There are oranges, pineapples, bananas, and hot griddle cakes made from batter placed in a bottle and poured on the hot griddle in the form of the letter S.

Photo from Wide World Photos

An Arab buys a cup of beans from a street vender.

CENTRAL AFRICA. — Many interesting foods would be found in Central Africa. There we should eat manioc, which looks something like the potato. It is made into a pudding and boiled many hours. It really is a very wholesome food. The natives like hippopotamus meat, boiled crocodile, roast elephant, roast monkey, frizzled caterpillars, and toasted crickets. Of course we need not choose these foods if we do not like them. There are also fish, bananas, peanut butter, sweet potato, wild honey, mountain cabbage, and young leaves of the palm, which are somewhat like fresh crisp lettuce.

Perhaps there is some one in your school or some one who lives near, who has been to other foreign lands. Would you like to ask him about the foods

Photo from Wide World Photos

Picking grapes in a vineyard along the Rhine River in Germany.

in the country that he has visited? Would you like to plan a dinner from what he tells you? A boy in California, whose brother had been to China, told the class about the foods there. The children planned the meals for a whole day from foods which would help the body to keep in health while traveling in China.

What the California Boy Told. — "The Chinese eat their dessert before a meal instead of after it as we do in America. Sugared fruits and nuts on small glass dishes looked pretty and tasted good. Ivory chopsticks, a large silver spoon with a round bowl, and long, thin, two-pronged forks, which looked like hairpins, were on the table in place of the knives,

forks, and spoons we use each day. Our plates were small, deep saucers standing on a pedestal, and our cups were thin, beautiful ware which looked like white glass.

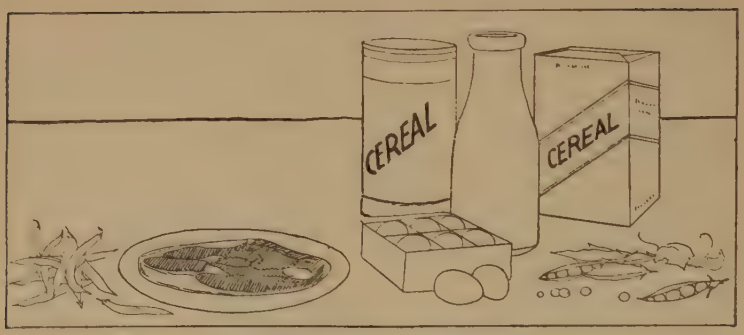
"Big bowls containing food were placed in the middle of the table, and we were requested to help ourselves with our own spoons or chop sticks.

"Edible bird's-nest tasted like vermicelli soup. We liked the shark fins, but we did not care much for the sheep eyes or the preserved eggs. The preserved eggs are boiled hard and kept under ground for a long time. They are black as can be and are served in a sweet pickle.

"Little silver fish fried whole tasted very good, and the pigeons' eggs looked very pretty coated with pink jelly. Rice, guinea hens, and tame duck completed the meal."

What Food Does in the Body. — All foods do not have the same purpose in the body. Some are for building the body, others to give it strength for activity; some are to make us better looking, and others to keep the body warm. A fifth group helps children to become "grown-ups." The work done by food in the body will be described under the following five heads:

1. The builders of the body.
2. The companions in work and play.
3. The beautifiers of the body.
4. The furnace fires of the body.
5. The yardstick and scales of the body.



THE BUILDERS OF THE BODY

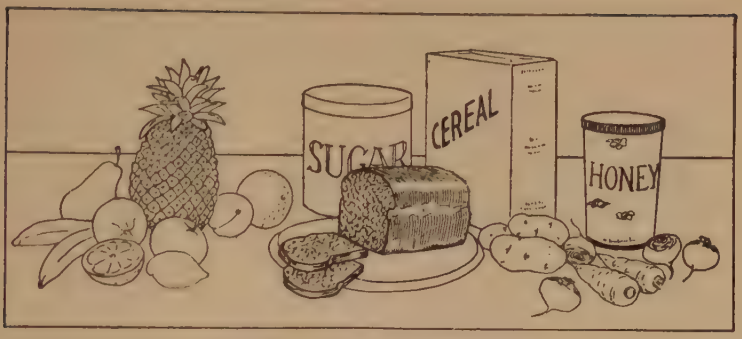
milk	lean meat	beans
eggs	peas	cereals

The builders help to make the body strong if we will use them every day. Some persons are stronger than others. The foods eaten by boys and girls build their bodies. A strong body cannot be built of poor foods.

The Foods for Every Day. — If a girl or boy is to have all the different kinds of food each day, the meals should contain:

Courtesy, Hygeia

1. One pint of milk
2. Vegetables — raw and cooked
3. Greens of some kind — lettuce, spinach, cabbage, turnip tops, beet tops
4. Potato, rice, or cereal
5. Plenty of butter
6. Fruit
7. A helping of meat, fish, or eggs, or another pint of milk



THE COMPANIONS OF THE BODY

potatoes	spaghetti	sugar	beets
cereals	breads of all kinds	berries	carrots
macaroni	fruits	honey	turnips

When we work or play, the body needs something that acts quite as the gasoline does in an automobile. Gasoline is the thing that helps to run the automobile. Children need each day foods for work and play, but not as much of them as they need of building foods.

There should be large amounts of milk, vegetables, fruits, and cereals.

There should be small amounts of meats, sweets, and pastries.

How to Plan Your Meals. — At the beginning of the chapter you read about the foods in other lands. Suppose you were living in these lands. Could you get all the kinds of foods you need for growth, heat, and all your other needs?

Read again on page 37 about the foods they have in India. Plan an evening meal using the foods you would find in India. Did you include in it food for building and for work and play? What would you choose for a good dinner if you were in the Philippine

THE BEAUTIFIERS OF THE BODY

milk	lettuce	beet tops	turnips	molasses
spinach	cabbage	greens	fruits	maple syrup
tomatoes	turnip tops	carrots	cereals	

Every one would like to have good-looking teeth, glossy hair, shiny nails, and fine strong bones. But not every one eats the foods that help to make the body beautiful. Read the list of beautifiers again. Do you eat some of these foods each day when you can get them?

Islands today? What would you choose for a school lunch in Cuba? You reached Armenia just in time for breakfast. Will you choose a good breakfast from the foods in Armenia? What would you choose for building material? Suppose you were living in Central Africa. Turn to page 37 and read the list carefully. Could you find in Africa all the foods you need to be fine and strong?

Three Meals in Your Home. — Now that you have planned meals from the foods in other lands, would you like to plan meals for a day in the United States? Keep in mind that you need milk, vegetables, fruits, and cereals. You should have meat once a day.

THE FURNACE FIRES OF THE BODY

butter	fats of meat	olive oil
cheese	fats of fish	nuts

The body needs heat. Can you tell why? At what time of the year does the body need more foods that give heat? Is this true in all countries?

These are the meals a girl in Ohio planned for her day:

Breakfast:

prunes or orange	toast and butter
oatmeal with chopped dates	glass of milk

Lunch:

vegetable soup	baked apple
lettuce and tomato salad	sugar cookies
brown bread and butter	milk

Dinner:

baked potato	rye bread and butter
string beans	honey
small piece of roast beef	ice cream
pear salad	white cake

THE YARDSTICKS AND SCALES OF THE BODY

milk	cod liver oil	cabbage	greens	string beans
butter	liver	lettuce	carrots	fruits
eggs (yolks)	kidney	spinach	onions	

Have you ever seen a little child that was thin, pale, and so tiny that he was only about half as big as other girls and boys of his age? Perhaps he did not eat the foods that help girls and boys to grow fine and strong. How many of these foods do you eat each day?

Foods for a Picnic. — What foods would you take with you on a day's picnic trip? Would you keep in mind foods that keep well, that are easy to cook, and that meet the body requirements? Would you take the same foods on a winter picnic that you would in the summer time?

Sandwiches are always good for picnics. If wrapped in oiled or waxed paper they keep well and will taste better than if dry. Water should be carried for drinking unless there is good water at the picnic place. It is fun to cook something: strips of bacon on the end of a stick, or frankfurters, or lamb chops. Wait until embers are formed; flames only burn the outside. Cook slowly, turning the stick constantly.

At Home At School

What do parents and teachers say in answer to these questions?

THINGS TO TALK ABOUT

1. Is fish really a brain food?
2. Do Chinese students who come to America to study like American food at first? Would I like Chinese food?
3. If I do not like whole wheat bread, apples, oranges, milk, carrots, and celery, should I eat only foods that I do like?
4. Is water from wells and springs always safe to drink? Why not? If one is thirsty, should he drink from a brook or stream? Why not?
5. Why are rice and fish, when used alone, not suitable foods to make one grow and become strong?

THINGS TO THINK ABOUT

1. What are the Builders of the Body? Am I building my body?
2. Do I eat the foods that make me "go"? What are they?
3. What are the "Beautifiers of the Body"?
4. What are "Furnace Fires of the Body"?
5. What foods can help me to grow up?
6. Have I formed a habit for brushing my teeth at the proper times?

7. Do I eat foods that will help to polish them, and food that will give them needed minerals?

8. Why should a girl or boy drink milk and eat green vegetables?

THINGS TO DO

1. Plan an evening meal from the food they have in India.
2. Make a list of food to be taken on a picnic to serve one meal.
3. Help mother to plan the foods you wish to have at a supper party for some of your classmates.
4. Make a poster to show the value of good teeth.
5. Eat slowly and chew your food well.
6. Go to a dentist at least once a year.
7. Make a vegetable record and keep an account of the vegetables eaten each day.
8. In your notebook make menus of foods for breakfast and dinner for a week. Be sure that each one has at least one bone-building food. The teeth use the same kinds of foods as the bones. So you see, while you are building good bones you are also building strong teeth.

A later chapter will tell many important things about the teeth.

CHAPTER V

FOODS AND EATING

Learn to Like Good Foods. — There are many kinds of food. Some are very pleasant to the taste and are also wholesome. Others we do not enjoy greatly, but they are very useful in the body. It is splendid to enjoy food, but we must learn to eat those foods that are needed for growth whether we enjoy them or not. If we were in the habit of eating only the foods with the most pleasant tastes, some of us would eat nothing but candy and desserts. Eating foods that are good for us to eat helps us to learn to like them. One can learn to like a food only by eating it.

Courtesy, Hygeia

Vegetables Are Valuable Food. — Tooth- and bone-building materials are found in fresh vegetables; they help in elimination and they paint rosy cheeks and lips. Working in the garden is excellent work. It gives us fresh vegetables to eat, fresh air to breathe, and also strengthens our muscles. It is also fun to have a garden.

A Guessing Game about Vegetables. — Would you like to play a game about vegetables and their uses? Below are four groups of sentences. To play the game your teacher will call the number of one of the groups. The pupil will read the sentences quickly and then answer the question asked about the vegetables that are needed. If you do not know the correct answer, turn to pages 42 to 46 to find out.

1. James wanted good teeth. What vegetables should he eat?

2. Robert was a fine ball player. He drank milk, ate eggs, some meat each day, cereals, and fruits. What vegetables should he eat to give him strength?

3. Mary had a good complexion, glossy hair, and pink nails. She ate fresh vegetables every day. What vegetables should she eat for this purpose?

4. Charles was very small and wanted to grow big like his daddy. He drank milk, ate fruits, cereals, and vegetables. What vegetables should he eat for this purpose?

Courtesy, Hygeia

Fruit is Good for Every One. — Fruit gives us food for good looks and food for work and play. Do you eat some fruit every day when you can get it?

A is for apples
Both red ones and yellow.
Good juicy fruit
For a jolly good fellow.

— Bruce Bryant.

The rhyme you have read was written by a school boy in Michigan. Can you write one about fruit? He made a poster for his rhyme too.

Courtesy, Hygeia

Milk Is a Complete Food. — Babies live for several months on milk alone. Milk is one of the very best of foods for children. The diet during growth should include, if possible, whole milk. If skimmed milk is used, there should be a larger supply of butter in the diet.

Photo from H. Armstrong Roberts

Boys and girls all over the land have become interested in calf clubs. Some have raised prize-winning stock. They had to know what food to give calves.

Milk contains:

1. Minerals, which build bone and teeth.
2. Fat and sugar, which create heat and energy.
3. Protein, which gives strength.
4. Vitamins, which are essential for growth and health.
5. Water, which cleanses and cools.

Milk should be sipped slowly, not swallowed in great mouthfuls.

Cream that has soured to an even thickness can be eaten with great relish as a spread for bread and butter.

Why is milk a good food for girls and boys?

Do you drink milk? How much? Should you drink milk every day?

Milk or Coffee. — Here are two lists that compare milk with coffee and tea. Which is better to use?

MILK
A QUART A DAY
FOR EVERY CHILD

Milk	Coffee and Tea
Gives you strength.	Give you no strength.
Helps you to grow.	Do not help you to grow.
Helps to bring your weight to right number of pounds.	Help to keep your weight down.
Helps to make your complexion clear and pink.	Help to give you a brown, muddy complexion.
Helps you to act normally.	Help to make you cross and fidgety.
Helps to give you sound sleep.	Help to keep you awake and to make you nervous.

Photo from Pacific and Atlantic Photos

These Mexican boys eat sugar cane for candy.

You Cannot Build a Good Body Out of Candy. — Did you notice that candy is not in any of the lists of building foods? Candy is almost all sugar. Sugar supplies energy for work and for play and is a source of heat. The body needs sugar, but its best source is in fruit, vegetables, milk, cereals, potatoes, and bread. A girl or boy could grow from babyhood to womanhood or manhood and be fine, strong, and healthy without ever having tasted one bite of candy, if foods which contained sugar were in the daily diet. A girl or boy who eats a great deal of candy cannot well grow into a strong man or woman.

Energy and heat are the only things that candy can

Five Important Vitamins

The A-B-C's of Health

VITAMINS are important, health-giving and growth-producing things found in certain foods. Without them, the baby loses strength; is pale, thin and fussy; eats poorly; easily gets sick and is likely to have rickets, scurvy, beri-beri and certain eye diseases.

Eating foods that have the life-giving vitamins will help to keep the baby healthy and strong.

VITAMIN "A"

Gives strength, makes good teeth, prevents some eye diseases.

Is found in: Whole milk, butter, ice-cream, yolks of eggs.

Leafy vegetables, such as spinach, watercress, lettuce, and green tops of turnips, beets and radishes.

Rooty vegetables, such as carrots, sweet potatoes.

Liver, kidneys and sweetbreads.

VITAMIN "B"

Builds appetite, helps growth, prevents beri-beri.

Is found in: Cereal grains not milled, such as wheat, oats, corn, oatmeal, farina. Peas and beans.

Green vegetables, such as spinach, lettuce, leaves of turnips, beets and radishes. Cabbage and Brussels sprouts.

VITAMIN "C"

Builds health, prevents scurvy.

Is found in: Fruits, such as oranges, grapefruit, lemons, raspberries, tomatoes.

Lettuce, celery, raw cabbage.

VITAMIN "D"

Makes strong bones, prevents rickets.

Is found in: Cod liver oil, fish, eggs.

Since not enough vitamin "D" is present in our daily diet, cod liver oil *as a food* should be given every child every day, except when the child is getting plenty of sunshine. (See "Cod Liver Oil," page 29.)

VITAMIN "E"

Builds power.

Is found in:

Liver, kidneys, raw cabbage, milk.

Page 23 of Our Bodies. *Used by the courteous permission of the author, Dr. Herman N. Bundesen*

supply. It has no tooth-building, muscle-making, or growth-giving material. Candy cannot repair the parts of the body worn out by the day's work or play.

When to Eat Candy. — Candy for dessert at the end of a meal is fine. Candy eaten between meals and just before a meal lessens the appetite for other foods, that the body needs. Children who eat a great deal of candy usually have poor teeth. The main reason for this is that there is nothing in the candy to give the teeth materials with which to grow. If the food contains only a small supply of tooth-building material, of course the teeth will be poor.

The teeth are not the only part of the body that may be injured by eating too much candy. All parts need building foods. If these foods are not supplied, the body is weak instead of strong. Some children are tired, lack control, and do not play or work well, because they eat too much candy.

Why are honey, dates, and raisins more wholesome sweets than candy?

Make a list of foods rich in sugar. If you do not remember these, read on page 54.

Why is the end of a meal the best time to eat candy?

May comes home from school each day very hungry. She eats two or three pieces of candy and then does not want to eat her evening meal. What do you think May should eat when she comes home? Should she eat anything at all if the evening meal will be served within a short time?

Vitamins Are Great Helpers in Making Men and Women. — The foods which we call the " helpers to make us grown-ups " contain substances called vitamins. There are five known vitamins. They are called vitamins A, B, C, D, and E. These foods

Photo from Wide World Photos

The whole of the grain is the best.

are the ones that children need who want to be healthy, happy, and good looking.

Cereals. — Cereals are grains. You have seen cereals in the stores, have eaten them, and perhaps have seen them growing. Have you ever read the story of Wind-in-the-Grass and Quickfoot and how they found out that grains are good to eat? Turn to the story on the next page.

The Finding of the Grain *

Wind-in-the-Grass and Quickfoot belonged to the tribe of Long Hair. As they went with the herds through the forests to the pasture ground they gathered nuts and berries and little sour apples that were good to roast in the hot ashes.

The people ate meat that the hunters brought in, and sometimes, when wild animals were scarce, they killed some of the cattle. They did not have bread or porridge, because they had not learned yet that the seeds of certain grasses are good to eat.

The children's favorite play place in the winter was the cave where the dry grasses were stored. One dark day they were lying in the sweet-smelling hay and telling each other what they'd do when they grew up. As they talked it began to snow.

"Whee," cried Quickfoot, poking his head outside. "The white feathers are falling from the wings of the cold wind. Let's go into the fire cave."

"No," said Wind-in-the-Grass, cuddling down in the dry grass. "It's good here." So Quickfoot lay down beside her and they both watched the whirling snow and listened to the whistle of the wind. The next minute they were fast asleep.

When they awakened, a great wall of snow filled the door of the cave. Quickfoot rushed at it and tried to dash through, but the wall was too thick. "We can't go," said Quickfoot. "The cold wind has blown the cave shut with its feathers."

* From *Hob-o'-the Mill*, by Grace Hallock and Julia Abbot. The Quaker Oats Company.

Wind-in-the-Grass began to cry. "I'm hungry," she sobbed. Quickfoot was hungry too, but he did not cry. The men of his tribe never let water come into their eyes, and he was almost a man. He brought dry branches and soon a small fire filled the cave with light and shadow.

"Oh, Wind-in-the-Grass," called Quickfoot, "I have made the fire come." Wind-in-the-Grass poked her head out of the hay. The fire made her feel much happier, and she came to sit by Quickfoot.

Wind-in-the-Grass lay down but she could not sleep. She was thinking. What Wind-in-the-Grass was thinking was this: "I'm hungry. I would like something to eat. The gray rat is eating. He is eating the grass. The gray rat is hungry." Over and over she thought this. You see she had never eaten grain before, and so she did not think of it as food except for cattle. Then she reached out her hand and picked up one of the wisps of dry grass. She put it, head first, into her mouth, and chewed it. Her teeth crunched little hard grains that tasted good.

Photo from H. Armstrong Roberts

The grain was a friend to Quickfoot and Wind-in-the-Grass. In what way is the cow a friend to children?

Wind-in-the-Grass brought Quickfoot several wisps and held them out to him. "It's good, eat," she said. Quickfoot munched on the grain heads. He soon found out that the little hard nuts, as he called them,

were the only parts of the grass that tasted good. He began to pick the grains out of the straw and pile them in a heap on the floor.

The children stayed in the cave for days, kept alive with the melted snow and the grain. Then, just as the wood was beginning to give out, Quickfoot heard a sound coming from outside the cave. It had been so still for so

Courtesy, College of Agriculture, University of Wisconsin

The kind of food is important for growth. Both pigs shown above received plenty of food. The one at the left, weighing 55 pounds, had wheat meal and wheat gluten as its source of building material. The one at the right, weighing 165 pounds, received wheat meal and skimmed milk in approximately the proportions 1–1. They were started on these foods at the same time.

long that the very littlest noise sounded like a very big noise. This sound was like the one that Quickfoot made when he dug snow with the little clay pot. It came nearer and nearer. Then the children heard people talking. My, weren't Quickfoot and Wind-in-the-Grass excited! They hopped up and down and shouted, and soon answering shouts reached them through the wall of snow. A head was poked through the hole, and it was the head of Oakleaf, the children's mother. She chattered with joy,

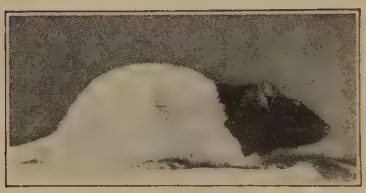
and made the little clucking noises which stood for speech in those days.

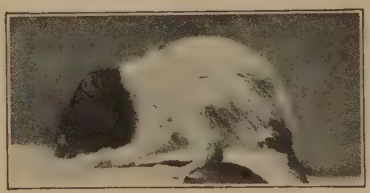
When she and the others were shown the little nuts of the grass and learned that they were good to eat, there was more talk. After that when the women gathered dried grass for the cattle, they beat out the grains and gathered them in pots for the people of the tribe.

What Have You Learned from This Story? —

1. What foods did Wind-in-the-Grass and Quickfoot eat before they ate cereals?

2. What foods other than cereals do we have today that they knew nothing about?





Does good food make a difference?

This rat, of the same age and closely related to the other rat, had from the beginning a good diet. Its coat is smooth and sleek, the posture and poise of the head are normal, and the general appearance is good. A rat that looks like this one is never timid or cross.

This animal is of the same age as its neighbor, but it did not have the right kind of food. The result is that it shows a roughness of coat, crossness, and other signs of bad health.

3. How did Wind-in-the-Grass and Quickfoot learn that cereals tasted good?

4. Do you suppose that being hungry made the grain taste better?

5. If the Indian children in the cave could have eaten candy and drunk coffee, would they have been

as well as they were when their mother found them? What cereals do you eat for breakfast?

The School Lunch. — When children cannot go home for a warm lunch, they sometimes eat lunch

The school lunch.

at school. When a hot soup is served in your school, are you as glad as the merry boy who sang

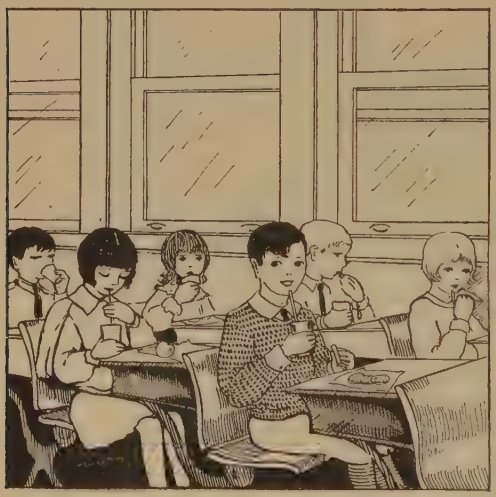
It's vegetable soup,
Oh whoop, whoop, whoop,
It's vegetable soup this noon.

Or are you sad like the cross, tired boy who growled, "Aw, I don't like soup"?

Why We Need a Warm Food in Our School Lunch. — A hot soup or a warm drink served at school helps to make a good meal of the cold lunch taken in the lunch box or dinner pail. One cold meal for one day may not mean much, but hundreds of cold meals in the eight or nine years in school may mean the

difference between a poorly fed child and a well-fed child.

A hot lunch helps to secure good nutrition. If you are well nourished, you can do better school work, for what is good for the body is good also for the brain. With a strong body and a well-trained mind, you are prepared to be useful and successful when you grow up. No amount of good food and care in later life can make up for the lack of right food when you are growing rapidly.



Taking time for lunch is a good health habit.

How to Improve the Box Lunch. — Tom Carny, who lives in the country, takes a box lunch to school. He misses the hot dinner served at home at noon. At times he goes to school after eating a hurried breakfast. He does not enjoy his cold lunch at noon, so he is often very hungry for supper. The teacher of Tom's school arranged to have a hot food served at the school every noon. Since then Tom enjoys his box lunch more and eats all of it. His appetite is better, he is more interested in

his school work, and is less restless in the afternoon.

Good Food for the School Lunch Box. — Each lunch should include a sandwich, a refreshing drink, and a sweet; any of the following, with a glass of milk, makes a light but excellent lunch:

We like milk for our noonday lunch.

1. Date bread sandwiches spread with butter or cream cheese, peanut cookies, an orange.
2. Biscuit sandwiches with crisp lettuce, a cup custard, filled cookies.
3. Biscuit sandwiches with chopped chicken, banana, two or three pieces of fudge.
4. Graham biscuit sandwiches with chopped-meat filling, home-made cinnamon buns, stewed apricots in custard cup.
5. Brown bread and butter sandwich, a custard cup of baked beans, a whole tomato, raisin drop cakes.
6. Whole wheat bread sandwiches with cheese and pineapple filling, chocolate cup cake with icing.
7. A ham sandwich, a jelly sandwich, an apple, and a small piece of plain cake.
8. A cottage cheese sandwich, a brown bread and butter sandwich, an orange, a cooky.

JIMMY'S FIRST DAY IN NUTRITION CAMP

C'MON FELLOWS HERE'S A NEW BOY!
MONDAY EVENING
WHATCHA DOIN'?
WE ALWAYS AIR OUR BEDS BEFORE BREAK FAST.
7 A.M. TUESDAY
MY, I'M HUNGRY!
SURE!
DO YOU HAVE GOOD THINGS TO EAT?
7:30 A.M. BREAKFAST
MY DUTIES ARE ALL DONE - YOU WON'T BE SO SLOW AFTER YOU GET USED TO IT.
8:30 A.M. DUTIES
9 A.M. SUPERVISED PLAY
YOU'LL GET SO YOU'LL LIKE CRACKERS 'N MILK BETTER 'N CAKE!
10:30 A.M. MORNING LUNCH
JIMMY, YOU MUST LIE PERFECTLY STILL WHEN YOU TAKE YOUR REST!
10:45 MORNING REST
GOOD THROW JIMMY!
11:30 PLAY
MAY I PLEASE HAVE SOME MORE SPINACH?
MURRAY FOR JIMMY!
12:30 DINNER
JIMMY WILL SOON MAKE THAT UP.
9 POUNDS UNDERWEIGHT!
1:00 P.M. WEIGHING
FINE! THAT'S THE WAY TO REST, BOYS!
2 P.M. AFTERNOON REST
2:45 P.M. SHAMPOO - BATH
I'M GOING TO HAVE A BOAT SOME DAY!
SO'M I
3:15 P.M. AFTERNOON LUNCH
SAY, THIS IS GREAT!
SO'S THIS!
3:30 P.M. PLAY
HURRY UP - I'M STARVED
6:00 P.M. SUPPER
TOMORROW YOU'LL HAVE A SWIMMING LESSON JIMMY
6:30 PLAY
O BOY, I'VE HAD A GOOD TIME TO-DAY!
DING DONG DING DONG
8 P.M. FIRST BELL FOR BED
8:30 P.M. ASLEEP - WINDOWS OPEN
WHO'S THAT BOY SOAR? HE'S BIG LEAGUE STUFF!
PLEASANT DREAMS!

Courtesy, Hygeia

9. A chicken sandwich, a graham bread and butter sandwich, one-half cup of apple sauce.

10. A chopped egg sandwich, a bread and butter sandwich, one-half cup of stewed prunes.

11. A peanut butter sandwich, a jam sandwich, raisins, a cooky.

12. A chopped meat sandwich, a bread and butter sandwich, one-half cup of canned fruit, gingerbread.

Preparing and Packing the Lunch. — The daintiest lunch in the world can be spoiled in the packing. Here are suggestions for packing the lunch :

1. Cut the sandwiches thin and leave on the crust of the bread.

2. Wrap each one in wax paper.

3. A covered jelly glass or screw-top jar nicely holds a baked apple.

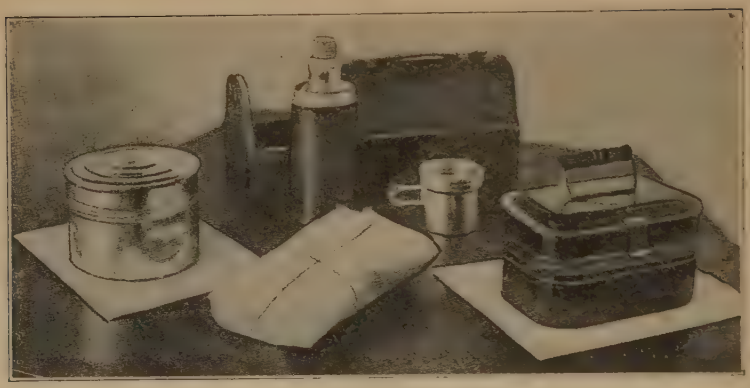
4. A cup custard or chocolate pudding can be packed in the cup in which it was baked. And don't forget the spoon.

5. Boys who dislike to fuss with desserts if compelled to carry a cup or spoon home, will find that an apple or other raw fruit is satisfying.

6. Eggs, whole milk, and butter should be used in preparing the lunch. The whole wheat and coarser flours are better than the plain white flour.

7. Keep the foods in the lunch box clean and in good condition. In dusty seasons they should be wrapped well.

8. In hot weather the use of soft, moist foods should be avoided.



Good types of lunch boxes.

9. Although chopped meat moistened with a dressing of some kind makes a good sandwich filling, such foods are less desirable in hot weather than slices of meat, peanut butter, or other foods not so likely to spoil.

10. Paper napkins or the somewhat heavier paper towels of much the same size are very useful for packing lunches.

The Best Kind of Lunch Containers. — Whatever kind of box, pail, or basket is chosen for carrying the lunch, it should be of a kind that can be frequently cleaned and scalded. This is necessary to keep it sweet and clean and to kill germs that collect, especially in the seams and crevices, and cause foods to spoil. The simplest boxes and baskets are often better than the more elaborate ones with compartments in them to keep dishes, knives, forks, and spoons. Metal boxes and pails are perhaps easiest

to keep clean, and some of the boxes have the further advantage that they can be folded when empty and strapped with the schoolbooks.

Courtesy in the Lunchroom. — Being courteous in the lunchroom means being thoughtful of others. After reading the standards below will you please ask yourself what your own practice is in this respect? You may be able to say, "I do" to every one of the standards. It is very fine if you can; it means that you have good control over your actions.

STANDARDS OF COURTESY FOR THE LUNCHROOM

1. I wash my hands before eating.
2. I take the food I touch.
3. I wait quietly my turn in line.
4. I remember to say "please" and "thank you" to the one who serves me.
5. I eat quietly.
6. I remain seated until I have finished eating.
7. I avoid bumping into others.
8. I use the table for lunch, not for books and papers that should be left in the classroom.
9. I place the used dishes in the proper place when I have finished eating.

How Food Affects Play. — James and Robert bought their lunches at school. James usually bought hot soup, a lettuce sandwich, and a dish of ice cream. Robert usually bought chocolate cookies, a candy bar, and an ice cream cone. James ran races

well, was a good ball player, and was happy. Robert could not play games well and often was a wee bit cross. Could their daily choice of food have had anything to do with it?

Elimination. — A habit of daily elimination helps to keep the body in good health. The waste products of the body are somewhat like the ashes or cinders in a stove or furnace. If they are cleared away, the fire can do its work well. The body can do its work better when its waste products are removed. One should go to the toilet at regular times each day. A glass of water before breakfast is an aid to daily elimination.

Courtesy, Hygeia

How much water do you drink each day?

Water. — There is no drink so refreshing or satisfying as fresh, cool water. The need for water in the body is greater than the need for food. People have been known to live for many days without food, but no one could live more than a week without water. A child should drink at least four glasses of water each day.

Water at Mealtime. — If water is drunk at mealtime, there should be no food in the mouth while drinking. When the food is washed down with water or other liquids, it is not well chewed and goes to the stomach not properly mixed with the saliva.

Using Your Own Drinking Cup. — Have you heard of the man who was asked if he had a drinking cup? He said, "Yes, sir, I bought a drinking cup and the whole family uses it." Why is it always best for each child in school to have his own drinking cup when there is no sanitary drinking fountain?

How Do You Score in Eating Habits? — Read carefully the ten statements below. If you do these ten things well, score yourself 100 in your notebook. Each habit scores 10 points. See what your score is today and then try to improve it, if you can:

1. I eat slowly.
2. I chew my food thoroughly.
3. I drink milk every day.
4. I eat three meals a day.
5. I eat vegetables.
6. I drink lots of water.
7. I do not drink tea or coffee.
8. I rest a short time before eating.
9. I wash my hands before eating.
10. I am cheerful at meals.

Courtesy in Eating. — A wise man said long ago, "If you always eat as if in the presence of the king, you will have no need to blush should the king invite you to meat." Courtesy in eating is being thoughtful. It shows control. It is doing the things that will help to give a pleasant mealtime for others and for yourself. Tidy clothing, clean hands and face, well-brushed hair, and a happy smile help to make

others glad to see you come to the table. Begin eating when all have been served. Keep the mouth closed while chewing your food and chew, chew, chew it.

Have you ever seen any one pick up one piece of food, touch another piece, and then take another? Why should we always take the piece of food we touch and be careful not to handle any other on the plate or in the dish? If you must leave the table before the others are through eating, say, "Please excuse me."

Is it polite to put a spoon which has been in your own mouth into the sugar bowl or a fork you have been using into a plate or dish of food? When you go to a bakery to buy food, should you merely look at the cakes, cookies, bread, and rolls in the bake shop or should you touch them with your hands?

See where Margaret placed the knives, forks, and spoons.

Helping Mother Set the Table. — When you help Mother set the table, do you wash your hands before you handle the dishes or before you cut the bread? Why should you be careful not to touch the rims of the glasses or cups? Where should you take hold of the forks, spoons, and knives?

The illustration on page 70 shows how Margaret set the table for her mother the day her teacher came home with her for lunch. She found some lovely flowers for the table. They looked so pretty on the white cloth with the china and silver.

1. On which side of the plate are the knife and spoon?
2. On which side of the plate did Margaret place the fork?
3. Where did she place the napkin?
4. Where did she place the glass?

At Home At School

What do parents and teachers say in answer to these questions?

THINGS TO TALK ABOUT

1. Why am I given whole wheat bread to eat at home?
2. Should I eat when I am not hungry? Should I eat when tired?
3. In Italy very young children are given bananas to eat. Why is it believed by some people in America that bananas are unwholesome for children?
4. Chinese eat with chopsticks. These are slender pieces of bamboo sticks. Some people in foreign lands eat with their

fingers. Americans eat with knife, fork, and spoon. Are these better than fingers? Are they better than chopsticks? Why?

THINGS TO THINK ABOUT

1. Can I show control today in eating certain foods and not eating others? Will this help me to show more control tomorrow?
2. Wheat has been found in the pyramids of Egypt. It must have been put there 3000 years before Christ was born. Cereals have been eaten by mankind for at least 5000 years. Are they good for man to eat?
3. Corn was raised in America by the Indians before the Europeans came here. The Indians used corn very much in the diet. Were the Indians strong? In what foods can I eat corn?
4. Why is milk one of the best foods?
5. When may children eat candy without injury?
6. What do vitamins do for girls and boys who eat them?
7. How much water should I drink each day?

THINGS TO DO

1. Select foods at the school lunch which will build the body and feed the furnace fire.
2. Learn the courtesy standards for the lunch room.
3. Begin today to practice the courtesy standards at all meals.
4. Be correct in the courtesy standards each time you practice them.
5. Be pleased with observing the courtesy standards at mealtimes.
6. Keep an account for a month of the number of glasses of water and of milk you drink each day. How many gallons do you drink in a month?

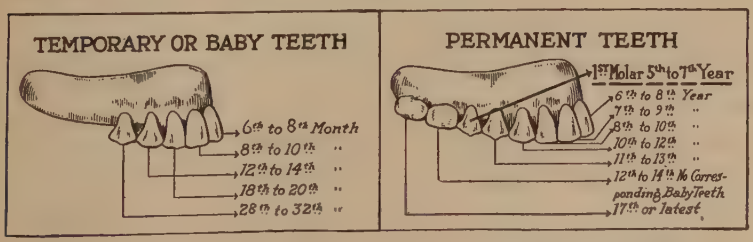
CHAPTER VI

FOOD AND THE TEETH

The Teeth and Food. — You learned in the third and fourth grades that the times to brush the teeth are before breakfast, after each meal, and before going to bed. Teeth decay because of poor tooth structure, lack of good food, and bits of food that stay between and in the crevices of the teeth. The illustration on this page shows the different teeth in the mouth. Your teeth show the kinds of food you have eaten.

The Teeth Show Many Shapes. — The first molars are the easiest to decay. There is a slightly greater resistance on the left side than on the right, due to the fact that many people do more chewing on the right side of the mouth than on the left.

Look at the illustrations on this page and see if you can answer the following questions:


TEMPORARY OR BABY TEETH
6th to 8th Month
8th to 10th "
12th to 14th "
18th to 20th "
28th to 32nd "
PERMANENT TEETH
1st Molar 5th to 7th Year
6th to 8th Year
7th to 9th "
8th to 10th "
10th to 12th "
11th to 13th "
12th to 14th No Corresponding Baby Teeth
17th or latest

Correct food, proper eating, and good care give sound teeth.

1. How many teeth in the temporary set?
2. How many teeth in the permanent set?
3. Which ones are used for cutting the food and which ones for grinding it?

Photo from H. Armstrong Roberts

The first set.

Save her teeth by:

1. Giving them good building food
2. Giving them tooth exercising food
3. Taking them to a dentist at least once a year
4. Keeping them clean

4. Look at your teeth in a mirror. Can you tell which ones are like the similar ones in the picture?

Food must be chewed properly, and so teeth are essential for preparing the food in the mouth for digestion. Teeth to be well formed and strong must have certain minerals given by foods, and so certain foods are essential to good teeth. Which foods require most chewing? Which foods are tooth foods? Do you chew your food well?

How the Teeth Are Injured. — The teeth are injured in many ways. Lack of the right kind of food may result in soft teeth; lack of cleaning may cause decay; adenoids may deform the jaw, and the teeth will be crooked. After you have your permanent set, they are the last teeth you will get unless you

buy some from a dentist. To have good permanent teeth you should take good care of your temporary ones.

False teeth are worn by folks who have been so unfortunate as to lose their own teeth. They answer the purpose very well but are not nearly so good as one's own teeth in good condition. The grinding power of natural teeth is 175 pounds, of artificial teeth, 25 pounds. Some one said, "Two teeth in the jaw are worth fourteen on a false plate." Is this always true?

Test Yourself with These Problems:

1. Give three reasons why bedtime is the best time to brush the teeth.
2. Give five reasons why a pupil who neglects to

Photo from Wide World Photos

This boy and girl won a first prize for health. Notice the teeth.

take care of his teeth should not have a good grade in physiology or hygiene.

3. Cracking nuts with the teeth may break the white enamel covering. Name five other things that may injure the teeth.

4. "Ugly teeth never made a good-looking face." Can you explain?

5. Some people think that you should not go to a dentist until your teeth ache. Is this good advice? What are your reasons?

An Honor Roll for Teeth. — A class in North Carolina made an attractive honor roll. Each child that had perfect teeth might have his name on the roll. If he did not have perfect teeth, but went to the dentist to have them fixed, his name could then go on the roll. How many pupils in your school could have their names on such an honor roll?

Courtesy, A. I. C. P. New York City

Dental care helps to keep the teeth in good condition. How often do you have a dentist examine your teeth?

The teacher in a school in New Jersey hung a mirror in the hall and asked each child to see whether his teeth were clean and white. One boy did not know how bad his teeth looked until he saw them in the mirror. Other people could see them whenever he talked, smiled, or laughed.

Photo from H. Armstrong Roberts

The baby's teeth can be kept fine and strong if they are given care.

Posters for Teeth. — A tooth poster may help you to remember to eat good tooth-building food and to brush your teeth at least twice a day. You may want to make a small poster for your notebook. The class could make one for the schoolroom. Find, draw, or cut some pictures of good tooth-building foods, of tooth-cleansing foods, or of any idea about good teeth. Paste these on a suitable background. Brown, tan, or gray paper usually makes the best background. Talk over an inscription with the class. When all of you have decided on the one you want, cut and paste, or draw, it on your poster. Here are some inscriptions boys and girls have used for such posters:

Feed your teeth
Good teeth like good food
Chew, chew, chew
Times to brush the teeth
This is the way we brush our teeth

You may want to use one of these or you may think of one that you like better. One boy wrote a conundrum on his poster:

What are they?
Twenty white horses upon a red hill,
Now they tramp, now they champ,
Now they stand still.

Living in the Woods. — Some years ago a man who liked to have clean teeth and had the habit of brushing his teeth went for a trip into the North Woods. He lost his toothbrushes when his canoe upset and was too far away from stores to get others. How could he keep his teeth clean? These are some of the things he did: after eating he rinsed his mouth thoroughly with water; he toasted his bread and made it very dry; he ate an apple for dessert every day after each meal. Would these help to keep his teeth clean?

If he had lost his soap could he have had clean hands? Campers know of many ways to meet difficulties. Often cooking vessels are cleaned better with sand and water than with soap and water. The hands can be cleaned nicely if sand and water are handy. Of course it is not pleasant to wash the face with sand, but the hands are not so tender.

At Home At School

What do parents and teachers say in answer to these questions?

THINGS TO TALK ABOUT

1. Why do dogs and cats never brush their teeth?
2. Are there other things than brushing that help to clean the teeth? What are they?
3. In Java there were found some teeth and part of a jaw that belonged to a man who lived hundreds of years ago. The teeth were in good condition. What are some of the differences in foods eaten then and now? Could these differences explain the fact that many people today have defective teeth?

THINGS TO DO

1. Brusn your teeth every day.
2. Eat coarse foods that will help to polish your teeth.
3. Keep a record of your tooth-brushing habits for two weeks and see how well you are doing.
4. Learn the proper foods to eat that help in forming strong teeth. Eat such foods.

CHAPTER VII

PLAY, WORK, AND REST

Play ball!

Games That Children Play. — We live in a beautiful country that stretches thousands of miles east and west, north and south. It extends from the frozen Northland to the sunny Southland, where summer stays and where flowers bloom all the year round. People from many lands come to our country each year and have for many, many years. Some of them bring their games with them. Tennis and leap-frog came to us from England, the game of marbles from Holland, and golf from Scotland. Hundreds of years ago the boys and girls of Europe played hide-and-seek. Long before our grand-

mothers and grandfathers were born, the children of Greece and Rome played hop-skip-jump, spinning tops, blindman's buff, skipping rope, and were riding canes or sticks for horses. The Chinese taught our country the joy of flying kites. Baseball is our own game.

Play in the Far East. — Suppose the magic carpet on which you rode to learn of foods in other lands could whisk you away far beyond the sea. In Siam you would see children racing on foot and on horseback. They wrestle, box, vault, tumble, throw the spear, and leap through hoops. The little boys of Siam are very clever with their toes and can almost be said to have four hands. They play a game like battledore and shuttlecock except that they catch the feathered toy on the sole of the foot. They form a circle on a clear plot of ground. One opens the game by throwing the feathered toy to the player opposite, who, turning quickly and raising a leg, receives it on the sole of his foot. He sends it like a shot to another and he to another. So it is kept flying sometimes for

Filipino children riding a water buffalo.

an hour or more, without once falling to the ground.

The girls and boys in Egypt also play this game. The boys also play chess and checkers.

Arabian girls walk well, run well, rest and stand gracefully. Dancing is their chief accomplishment. No Arab man dances, every Arabian woman does. The boys understand, love, and rule horses.

In China many people, both old and young, fly kites. These are of curious shapes and fashioned like birds, animals, and dragons. They also play battledore and shuttlecock. The little girls and boys play "Here we go round the mulberry bush." In all countries of the East children work more than do boys and girls in America. Their play means a great deal to them, because they have so little.

Play in the Far North. — In Canada and in our own northern states, the girls and boys go snowshoeing in the winter. Even little girls and boys soon learn to use these broad, web-like shoes. After a while they get into the easy swinging stride which takes them over the ground very rapidly. They have great

fun sliding down surfaced hills on skis, which are long strips of wood turned up at the ends and fastened to the feet like skates. This sport may be dangerous until one has learned to keep his balance. Ice boating, skating on the rivers and lakes, and sliding down hills on toboggans are exciting and very pleasurable.

The Eskimo boy has a round ball made of sealskin. He keeps it in the air by kicking it and not by using his hands. When he is older, he himself is tossed in the air in a blanket, learning to keep his feet and to stand erect as he shoots up and down through the air. The children roll in snow, over and over down the hill. It is great fun.

Photo from Wide World Photos

A young expert on skis in Switzerland.

Play across the Seas. — English boys play cricket. The boys and girls like lawn tennis and rope skipping. They play practically all of our games except baseball, which only a few of them play.

Skating is the great winter sport in Holland. The children skate to school, their fathers skate to work, and their mothers skate to market. Rope skipping, rolling hoops, and throwing balls are the activities of the French children. One of their games is pretty.

It is played by children throwing hoops by means of two long sticks, from one to the other, and by catching them on two other sticks.

Australian girls and boys are expert riders. They ride miles and miles in the country and forest. They learn to catch, bridle, and saddle their own ponies. Tennis, rowing, and cricket are the games they like to play.

Surf-riding at Honolulu.

The children of the Hawaiian Islands are wonderful swimmers. They become very skillful in surf riding. For this they use a long piece of board about two feet wide. With this board they swim out beyond the heavy surf, which breaks upon the coast. Waiting for a very large wave, they mount the board, which is carried shoreward by the wave. Some of them are able to kneel upon this board and even to stand, keeping their balance on a single wave as it dashes in.

What games from other lands can you play? The games that you play outdoors help to make your muscles, your heart, and your lungs grow strong.

Good Sportsmanship. — Ruskin says, " A healthy manner of play is necessary to a healthy manner of

work." There are certain ways of playing that help to make play wholesome and healthful. One of these is good sportsmanship.

Cornell is a great university which each year has one of the finest boating crews in all the land. The men pull in almost perfect time, each one keeping in mind that he wants to give his best and to work

Photo from Wide World Photos

When the boat wins, we win.

happily with the others. "When the boat wins, we win" is his constant thought. It is this forgetfulness of self and the wish for the boat to win that makes the strength of the team. The school team that is the strongest is the one which is composed of members who think first of the team and always show control.

"Being a good sportsman is a big part of being a good citizen."

WHAT IS YOUR GOOD SPORTSMANSHIP SCORE?

1. Do I play fair?
2. Am I courteous to my playmates even when I am losing in a game or contest?
3. Am I careful not to blame others for my own or for their mistakes?
4. Although I am glad to win, and play hard to win, am I careful not to boast about my winning?
5. Do I try to help others to win, too?

Each of the above questions counts twenty if you can answer "yes" to it. Read them again to find out your good sportsmanship score. If it is not perfect, what can you do to make it so?

Courtesy, National Child Labor Commission

Some children work too much and some too little. This cranberry picker, age eight years, is carrying her full box to be emptied. School opened four weeks ago, but she is still toiling in the fields.

Work That Children Do. — Childhood is the time for play, and yet all children should have some kinds of work to do. Through work they learn many useful things and also fine qualities, such as helpfulness and responsibility. Some children work too much and some too little. There are children who work in mines and mills all

day long and never play. That kind of work is not good for children. There are children who play all day long, who never have chores to do. Boys and girls in school should each day have some piece of work, some chore of his very own for which he is responsible. It may be caring for one's bedroom, bringing in the wood, feeding the chickens, or helping mother or father in the many tasks that always arise in a home.

Courtesy, U. S. Forest Service

Some work is just as much fun as play. Learning science with a forest ranger is play for these boys.

Some work at times can be made as pleasing as play. Two boys in Boston play they are digging for gold when they are shoveling the deep snow from the sidewalks. The paths are cleared in no time and it is play instead of work. Even the hardest work should be done with a happy spirit.

Daily Work That I Do. — Read carefully the list below and write on a piece of paper the ones that you do every day. Add to your list any chores of your own that you do each day.

My Work
1. I go to the store for mother.
2. I carry fresh drinking water.
3. I fill the wood box.
4. I care for baby brother or sister.
5. I keep my own room neat and clean.
6. I help with the dishes.
7. I mow the lawn.
8. I sweep the porch and steps.

Rest. — Two teams of boys are playing basketball. The play is fast and furious. Every one is running as hard as he can. The ball is constantly in motion. After playing ten minutes, a whistle is blown. The teams stop playing and go off the court. Why do they stop when the game is so much fun? It is the rest period. Even grown-up people rest at proper times from their play and work. Rest helps them to play better and to work faster.

Courtesy, Hygeia

I like to feed the geese and give them water. What daily work do you do?

Courtesy, Hygeia

There are many ways of resting. How many do you know?

Rest is so valuable that wise people, whether grown-ups or fifth-grade children, learn early to rest at certain times. It is healthful to rest a half-hour after eating. It is said that Mr. Edison has a cot in his work shop and very often lies down during the day to rest. Children should learn to rest after play, and to relax several times a day for a few minutes. Rest gives strength.

These peach trees are resting in the winter time. When spring comes, they will begin working again. What is the work of a peach tree?

A change of activity is often restful. If one is tired with reading and other indoor activity, to play out of doors is restful. Standing tires a person more than walking, so that resting is not merely doing nothing. If the play or work has been hard, then one must be quiet to rest. If one is tired from standing or sitting, then walking or other activity is needed.

Do You Rest Well? — Do you remember reading several years ago the Mother Goose Rhyme about the ten o'clock scholar?

> A diller, a dollar, a ten o'clock scholar,
> What makes you come so soon?
> You used to come at ten o'clock
> And now you come at noon.

We wonder why the ten o'clock scholar was always late and why he was always so tired and sleepy. Maybe he slept with the windows down tight each night. Perhaps when mother said, "It is time to go to bed, son," he teased to stay up a while longer and did not go to bed until very late. Then, too, he might have eaten some candy just before going to bed. Of course, he could not sleep well if he did that, and he would be tired when morning came. Poor ten o'clock scholar!

Sleep, One of the Best Ways of Resting. — One of the best ways of resting is to sleep. All through the day your body is wearing out, just as your shoes and clothing wear out when they are used. When you are sleeping, your body is resting and is gaining

Photo from H. Armstrong Roberts

The men are resting while the sheep eat their evening meal. Why is this open field a fine place to rest?

strength for tomorrow's work and play. It is also mending itself and growing. Your body grows more when you are asleep and resting than when you are awake and moving about. Children who do not get enough sleep feel tired, are sometimes cross, and often are very much underweight. If your weight chart does not show a gain this month, it may be because you are not taking long hours of sleep with the windows open. Sometimes children and grown-ups appear to be sick when they are only tired. Can you improve yourself by proper rest. Try!

Go to bed early — waken with joy;
Go to bed late — cross girl or boy.
Go to bed early — ready for play;
Go to bed late — tired all day.

— W. S. Reed.

Did you waken this morning with a smile or a frown? We hope it was a smile. Everybody likes a smile. If you awakened cross, are you sure you had enough sleep? Perhaps you did not sleep with the windows open. Happy children, who get long hours of restful sleep, awaken with a smile.

Courtesy, Hygeia

Every girl and boy in the fifth grade needs at least ten hours of sleep every night, and it is better to have eleven hours. Children need more sleep than grown people because they are growing more. Why do tiny babies sleep nearly all day and all night if they are healthy?

Oh Sleep! it is a gentle thing,
Beloved from pole to pole.

— Coleridge.

Requirements for Restful Sleep

1. Open windows in the sleeping room.
2. A clean body.
3. Clean night clothes and bedding.
4. Lying straight in bed on the side or partly on the face with knees and elbows bent a little.
5. No light in the sleeping room.
6. Sleeping with the face uncovered.

Courtesy, Hygeia

Have You a Good Record in Sleeping? — There are many kinds of records. Is your record in sleeping a good one? If it is not, it would be fine to try to make it better. If you get at least ten hours' sleep every night, it is a good record.

Regular Hours of Sleep. — If you go to bed at about the same hour each night and rise at about the same time each morning, you will go to sleep more quickly and will awaken ready for the day. On page 5 you read about *habits*. The habit of regular hours of sleep will help to give

Courtesy, Hygeia

you brighter eyes, a happier smile, and a healthier body.

How to Sleep. — When it is time to go to bed, you should undress, put on your night clothing, brush your teeth, wash your hands and face, and brush your hair. Getting ready for sleep helps one to rest better.

The following points for sleeping were worked out by a fifth grade class in the South. Read them to find out how many of them you keep:

SENSIBLE RESOLUTIONS FOR SLEEPING

1. I try to sleep at least ten hours each night.
2. I try to go to bed at about the same time each night.
3. I try to rise at nearly the same time each morning.
4. I sleep with the windows open or I sleep out of doors.
5. I sleep alone when I can.
6. I sleep on a low pillow or on no pillow at all.
7. I change from day-time to night-time clothing.
8. I try to have enough bed clothing over me and under me to keep me warm.

If you are sleepy in the morning you have not had enough sleep, and you should go to bed earlier. Evening parties should be held on Friday evenings or during vacations.

Read the resolutions above carefully. Make a list of your own and see how many you have.

At Home At School

What do parents and teachers say in answer to these questions?

THINGS TO TALK ABOUT

1. Who is Helen Wills? Why is she called a good sportswoman?
2. Who is Bobby Jones? Why is he called a good sportsman?
3. Why should I do my best and not make excuses when I do not win?
4. Why do grown-ups talk so much about habits?
5. What are some of the game skills that every boy and girl should know at the age of twelve?
6. Since wild animals, that do not know as much as men, do not have to learn about ways of healthful living, why is it that boys and girls, who know many things more than animals do, have to be taught so many things about how to live?
7. What makes one tired? Why does sleep rest one?

THINGS TO THINK ABOUT

1. Does my play give me a chance to show self-control? Do I show it?
2. Can one play well and not have self-control? Does Bobby Jones have control? Does Lindbergh have control?
3. Does the play of Eskimo children help them to live in

the cold North? How can my play help me live in the United States?

4. Why do some children like to stay up late?

5. Do they know the rules for sleep? What are they? Do I practice them?

6. Why are folks who work and play each day more likely to be healthy?

7. How many hours should I sleep each night?

8. Is it best to lie on the side or on the back when sleeping? Do you know why? Can you find out if you do not know?

9. Why should I play outdoors?

THINGS TO DO

1. Play fair. Write a story of a good sportsman.

2. Work as hard as I play. Keep a work and play record.

3. Have some piece of work to do every night.

4. Go to bed on time every night. Make a record of my sleeping hours.

5. Make a Sleep Castle for my notebook. For each night of ten hours' sleep, color one part of the castle.

6. Paste in my notebook pictures of children in other lands playing.

7. Paste in my notebook pictures of good sportsmen at play.

Castle of sleep.

CHAPTER VIII

THE OUT-OF-DOORS

The Early Life of Man. — A long time ago people spent most of their time out of doors. They built little huts to protect themselves from rain and snow. As people learned how to make and use tools, they

Indian homes on the prairie.

built better houses. Better houses were more comfortable. They were warm, dry, and pleasant. But people who live in houses and work in stores and shops often lose something that people had who lived long ago. They lose the out-of-doors.

What the Out-of-Doors Gives Us. — The out-of-doors gives us many fine things — birds, flowers,

trees, plants, rivers, mountains, and fields. These are useful and beautiful. It also gives us three

Courtesy Hygeia

A typical Navajo house. People built little houses to protect themselves from the weather.

things needed for health. These are sunlight, air, and activity.

Sunlight. — Without sunlight there could be no life on the face of the earth. Sunlight was man's first remedy, and perhaps for a long time his only one. The medicine men of Egypt and Greece built temples to the sun and unwittingly used the then unknown healing proper-

As people learned how to make and use tools, they built better houses.

ties of the sun's rays. One of the most ancient of religious sects was that of the Sun Worshipers. To them the sun was life, power, warmth, and comfort.

Modern study shows that certain rays of sunlight, which we cannot see, have valuable curative properties. They call these "Ultra-violet rays." It has been proved that these rays, when applied, have power to cure such diseases as rickets, bone tuberculosis, various skin diseases, and other forms of sickness.

THINGS TO KNOW ABOUT SUNSHINE

1. Sunshine helps all living things to grow.
2. Sunshine kills disease germs.
3. Sunshine increases strength.
4. Sunshine helps sick people to get well.
5. Work or play in the sunshine must not be too long.
6. The glare of sunshine on a book as one reads is hard on the eyes.
7. The sun should not be allowed to shine into the eyes.

Taking a Sun Bath. — In recent years the health value of sunshine has been discovered. Now sun baths are used to make people well and strong. Sun bathing is simple and easy to do, but there are a few things which must be observed if the greatest benefit is to be derived:

The outdoors gives us many good things.

1. In the first place, sudden exposure to hot sunshine, as on the beach for the first time in the beginning of the season, will almost surely cause severe blistering, discomfort, and pain, without any benefit.

2. When any one is sent to a hospital where sun baths are used, the first thing done is to get the patient gradually used to outdoor living.

3. On the first day, only his feet are exposed, for less than five minutes at a time, three or four times every hour. Each day following, the amount of exposure is increased until the entire body, naked with the exception of a loin cloth, is exposed for several hours daily.

In several northern hospitals it is no unusual sight to see groups of naked children playing happily in the

snow on a sunshiny day. They have no "colds" or other similar troubles.

Sun baths may also be taken indoors, at home, by using a special light that gives ultra-violet rays. These rays are the same as those given by the sun.

Photo from Wide World Photos

Do we breathe in more or less air when we are playing in the sand than when we are playing ball? How can you tell?

The Out-of-Doors Gives Air. — The out-of-doors gives sunlight. It also gives fresh air.

We can live without food for several days; we can live without water for a short time; we can live but a few minutes without air.

There is one element of air, called oxygen, that the body needs. Every part of the body is using oxygen all of the time. It is a part of the air we breathe into our lungs; from the lungs it goes into the blood, which carries it to the heart. The heart pumps the blood up to the head, down to the toes, out to the ends of the fingers — to every part of the body.

The heart does this in a very short time — in less than half a minute. The blood is flowing continually to the lungs for more oxygen, and the heart is sending

it in a steady stream to all parts of the body. This circulation of blood goes on all the time, day and night, so you see what a great amount of oxygen is needed.

Indoor air contains nearly as much oxygen as outdoor air, but usually the air in houses is too warm, quite dry, and not moving. There is something about outdoor air, other than oxygen, that is good for health. The facts that it contains more water, is moving, and usually is cooler makes it possible for the body to get rid of its heat. This is more comfortable to the body and keeps one in better health.

Activity for the Out-of-Doors. — The out-of-doors gives us sunshine and fresh air. It also makes pos-

Photo from Publishers' Photo Service

I play outdoors at least one hour each day. These children are acquiring balance, alertness, and grace while they play in the snow.

sible many activities that are healthful. Games played out of doors are always more wholesome than those played inside. The heart and lungs grow best when the boy or girl has outdoor activity each day.

Clothing for the Out-of-doors. — Outdoor play sometimes makes us very warm. Sometimes girls and boys take cold because they become overheated

Courtesy, Hygeia

The coat of the American buffalo made a warm coat for man.

while playing and then take off their coats or sweaters, after the game instead of before. If the coat or sweater is taken off before the game begins and put on after we stop playing, the body cools off easily and is not chilled.

What should you do if you become very warm while playing and do not have a coat to put on afterwards?

Directions for Wearing Outdoor Clothing. — The following directions should be followed:

Courtesy, Hygeia

Different kinds of clothing are suitable for different types of people.

1. Wear dark colors in winter; they are warmer.
2. Wear light colors in summer; they are cooler.
3. Wear suitable clothing. For play and work wear clothing suited to such activities. Dress-up clothes are not suitable for picnics.
4. Change the clothing according to the weather.
5. Dress lightly when active so you will keep cool; put on a coat after play.
6. Dress warmly when quiet so you will keep warm.
7. If a cold wind is blowing, dress warmer than

Courtesy, U. S. Department of Agriculture

Sheep give us wool for clothing. What woolen things do you wear at different times of the year?

usual to prevent the body from losing too much heat.

Study the above and see if you know the reasons for the seven directions. You may need help with five, six, and seven. When you are active, is more heat produced by the body? Will a strong wind blow the heat of the body away? What kind of clothing will protect you from a cold wind?

Score yourself from *poor* to *excellent* on the way you measure to the suggestions given below. If you are below *good* in any one, will you try to correct this?

Score Card on Clothing

I keep my	Poor	Fair	Medium	Good	Excellent
1. Clothing neat and clean					
2. Buttons on all garments					
3. Clothes mended					
4. Clothes free from dirt and soiled places					
5. Heavy outdoor clothing off when indoors					

Picnics. — "Let's have a picnic!" Picnics are great fun. They are also healthful, because they are out of doors. But plans must be made and things prepared. We help mother with the sandwiches, run errands eagerly for her, and when all is ready, off

Courtesy, Hygeia

we go. What fun it is! Shall we go back to the same place as last time? It's so beautiful there. Did we leave the place as clean and as attractive as it was before we went? We have seen picnic places spoiled by papers, tin cans, and waste that picnickers threw away.

How to Have a Fine Picnic. — You can have a fine picnic if you do the things that make picnicking pleasant. Below are five statements one ought to be able to make after he has taken part in a picnic:

1. I helped get things ready and was not impatient about starting.

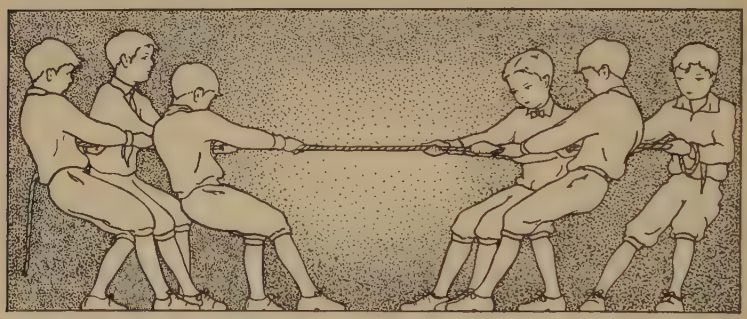
Camp Toxaway, North Carolina. "Let's have a picnic!" Did you leave the grounds as neat as you found them?

2. I helped carry wood for the fire.
3. I helped serve others.
4. I helped clean up after eating, and burned or buried all waste paper and scraps.
5. I helped put out the fire by pouring lots of water on it.

Courtesy, U. S. Forest Service

Tramping through the woods or parks is fine exercise. Go often to the same place to enjoy the changes in the birds, flowers, and trees.

Other Things to Do Out of Doors. — Tramping through the woods, the fields, or the parks is one of the best kinds of exercise. There is more than exercise in it, however. Go often to the same places; you will discover a new beauty or something of interest nearly every time you go. The birds' nests, the rabbit holes, the changes in trees and flowers, the pile of stones, the hundreds of things you did not



Outdoor play and exercise today.

know were there give you almost as much joy as though you were a real explorer tramping away to far-off lands. Use your eyes, your ears, and your head, and you will discover many hidden treasures.

Go at different times of the day and in all kinds of weather. Early daybreak and late evening bring pictures and songs that are different from the things you will see and hear at other times of the day. Sunshine, rain, fog, or snow, each has its own beauty. Dress properly for the weather, then enjoy every minute of your out-of-doors.

What are some of the things you should like to do in the fall? Should you like to make a list of them in your notebook? Place a check mark after the things you have done. As you do others, check them also.

Things to Do Out of Doors in the Winter

1. Make a list of the birds you saw in the winter time and the places where they were. Children in the North and South will have different lists. Why?
2. From time to time add some new birds to the list you make.
3. Tie suet to a tree for food for the winter birds.
4. Keep a place cleared of snow and supplied with seeds or bread crumbs for the birds.
5. Build a snow fort or a snow man.
6. Coast and skate.
7. Play tracking games in which an "It" is given a chance to get out of sight and the others try to find him by following his tracks in the snow.

Things to Do Out of Doors in the Spring

1. Build bird houses and nail them where the birds will want to use them for homes.
2. Go to the woods, ponds, swamps, and hills to find and enjoy the birds, flowers, and trees.
3. Go fishing in the brook.
4. Plant a vegetable and flower garden of your own which you will care for all summer.
5. Get pussy willows and take them to school for the teacher and other children to see.
6. Play marbles, hopscotch, and other games.

What are some of the out-of-door things you wish to do during vacation? Make a list of these in your notebook and plan to do them at your first opportunity.

Vacation Activities

	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
Baseball							
Climbing							
Jumping							
Running							
Swimming							
Tag							
Walking							

Copy this record form into your notebook.

Do you like the Out-of-Doors? — People tend to do what they enjoy or like. To know birds and trees helps us to like them. To be able to catch fish helps in enjoying fishing. To skate or swim well adds to one's pleasure in these activities. Therefore, you should try to learn about Nature and to become skillful in activities. Then you will enjoy the out-of-doors a great deal. Do you suppose that Carolyn Bailey likes the out-of-doors? She wrote this poem:

I'm glad the sky is painted blue,
That the earth is painted green,
With such a lot of nice fresh air
All sandwiched in between.

At Home At School

What do parents and teachers say in answer to these questions?

THINGS TO TALK ABOUT

1. What are the rules of the Boy Scouts and Girl Scouts about camp fires?
2. What are some things that will help one to be a "good camper"?
3. Why should a person put on a sweater, coat, or wrap when going outdoors in the winter? Are there other times when one should put on a wrap? What are these times?
4. What is the best way to air a room?
5. When is a room well heated?
6. Why are people asked to face the door when riding in an elevator?
7. Who are some Americans that have lived splendid lives? What are some of their rules for living?
8. What is a rule, anyway?

THINGS TO THINK ABOUT

1. What beautiful out-of-door sights did you see today?
2. What are some of the values of sunshine?
3. What can you do to get enough sunshine? What care should be used in taking sun baths?
4. Why should sweaters and heavy coats not be worn indoors?
5. If I should get caught outdoors in a rainstorm and get wet, should I sit down and cry? What should I do?

THINGS TO DO

1. Try out some of the things-to-do in the winter and in the spring given in your health book on page 110.

2. Make a score card and mark yourself on the way you keep your clothing. Improve your habits until you are excellent in all rules.

3. Make an out-of-door poster. Find an attractive legend.

4. Find news items, pictures, and stories about beautiful cities and towns. Place these on your bulletin board or in your newspaper.

Photo from Publishers' Photo Service

Gardening is a fine healthy game that gives fresh vegetables to eat and fresh air for the lungs.

CHAPTER IX

THE INDOORS

Courtesy, Hygeia

Kinds of Houses. — We learned in the last chapter that people many years ago lived in very rude shelters. The American Indian lived in a kind of tent, called a tepee. It gave shelter, but was usually dirty, smoky, and would be uncomfortable to us. The Filipinos in the country districts live in huts built of nepa palm. These huts are raised above the ground on poles. Underneath the huts they keep pigs and chickens, and these animals live largely on the waste things dumped through the floor for them.

Some American houses are very beautiful. Others are plain and rugged. There are great differences between a Filipino hut, an Indian tepee, and a fine American house. These differences are not only on the outside. The indoors is different, too.

Photo from Wide World Photos

The American Indian lived in a tepee.

Filipino hut in the Moro country.

The Air Indoors. — In the summer the air indoors is much like the air outdoors, because with windows and doors open the outdoor air can easily pass into the house. In the winter time indoor air may become dry, get too warm, and be motionless.

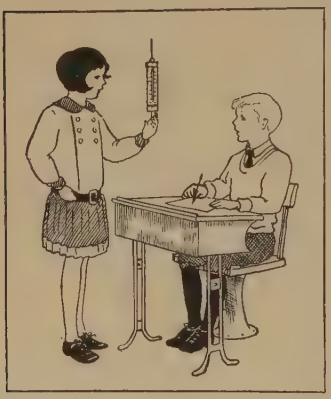
If the schoolroom is too warm, everybody is uncomfortable.

If you breathe on a mirror or a clean piece of glass, it becomes covered with a mist, or cloud. This is because there is water in the air you breathed out. The water is in the form of vapor.

Have you noticed that you can see your breath on a cold morning? This is because the air that comes from your lungs is warmer than the air outdoors. The moisture in the warm air from the lungs becomes tiny drops of water as it touches the cold air outside.

The air in schoolrooms is often too warm. In some schools the children begin to catch colds soon after the fires are lighted in the fall. The room becomes overheated, the children are too warm in school and cool off too quickly when they leave the schoolroom to go home. Sometimes the room is not too warm, but the children keep on their heavy coats or sweaters. Then when they go outdoors, they have no protection against the cold. The body becomes chilled, and a bad cold results.

How to Tell the Temperature of the Air. — A class in Vermont kept a temperature record for their schoolroom all through the months that it was cold enough to have a fire. They used a thermometer, which shows how warm the air is. The thermometer was hung by a string in the middle of the room and was low enough for the children to read it easily.



Two children kept the record for a day.

Two children kept the record for a day. This is the record that Grace and George kept:

TEMPERATURE RECORD

Scott School

DATE	TIME	DEGREE
Nov. 14	9:00 A.M.	70
	10:00 A.M.	68
	11:00 A.M.	68
	12:00 M.	69
	1:00 P.M.	68
	2:00 P.M.	70
	3:00 P.M.	69

The temperature in a schoolroom should be about 68 degrees. This is plenty warm enough and not too warm. If the air in a room is too hot, everybody is

either restless or is tired and sleepy. Nobody can work as well or feel as fine in a room that is too warm.

Ventilation with open windows is best.

Moving Air. — When doors and windows are closed, the air indoors is stagnant. It does not move. It becomes overheated. This is very unhealthful. The air will move if a window or door is open. In the winter time the air can be kept gently in motion by having windows on opposite sides of the room open a small way. If there are windows on one side of the room only, then they must be opened farther or at top and bottom to change the air in the room often enough.

The Air We Breathe. — Some one worked out how much air a grown person breathes in a day. It is nearly seventy barrels of air. Children breathe less than this, about twenty-five or thirty barrels of air. Isn't that a lot of air to breathe in one day? Do we breathe more or less air when we play than when we are reading a book?

The air that we breathe may be pure when it is taken into the lungs, but it is not pure when it is breathed out. There are little particles, called waste products, in the air that comes from the lungs. These are the ashes from the worn-out parts of the body that the oxygen in the blood burned as it passed by.

Sometimes there is fine dust or smoke in the air that should not be breathed into the lungs. There are tiny hairs in the nose that catch this dust and smoke and keep it from going into the lungs. Why should one breathe through the nose?

If the muscles of our chest are strong, it is easy to breathe deeply enough to give the lungs plenty of air. Plays, games, and work help to exercise our chest

Courtesy, Playground and Recreation Association of America

Outdoor play at recess periods helps to make school work easier to do. Can you tell why?

muscles and to make them strong if they are given good food and plenty of water. By keeping good sitting, standing, and walking postures we exercise the muscles. We need strong chest muscles to keep the chest well shaped instead of thin and flat.

Some children sleep with their heads under the covers at night. After reading about air and health, can you tell why it is best to sleep with the face uncovered?

Adenoids. — Due to living indoors and in cities where the air is very warm, dry, and dusty, children have little growths in the mouth where the air passage from the nose meets the throat. These are called adenoids. Adenoids prevent breathing through the nose, and thus make children "mouth breathers." Breathing this way injures the health, and so adenoids should be taken out by the doctor.

These two boys have adenoid growths. They breathe through the mouth, cannot learn well in school, and have colds the most of the time.

Health Habit Record. — There are many things that we must learn about living indoors. Some of the good things for us to do may be put into our notebooks. Here is a list that a boy in Texas made for his health notebook.

Health Habit Record
1. I play outdoors at least one hour each day.
2. I breathe through my nose instead of through my mouth.
3. I carry a clean handkerchief and use it when necessary.
4. I keep my handkerchief out of sight when I am not using it.
5. I cover my mouth and nose when I cough or sneeze.
6. I sleep with the windows open.

How many of these do you do each day?

Make a health habit record for your health notebook.

Quiet, Restful Homes. — Have you ever been in a home where every one was quarreling, there was much noise, and no one seemed really happy? The indoors should be comfortable and protected from rain and snow. It should also be a happy, pleasant, quiet place. Happy laughter is pleasant in a home, but rough play, teasing, quarreling, and harsh noises should never be found there.

Clothing for Indoors. — In the summer there need be little difference between indoor and outdoor clothing, but in the winter, clothing for outdoors should not be worn in the house or schoolroom. Always remove furs, sweaters, overshoes, and other heavy wraps when you come indoors.

Night Clothing. — Clothing worn during the day

should not be worn at night. Keep the night clothing clean, place it on a chair when dressing in the morning, and let it have plenty of time to air before putting it away for the next night.

Care of the Clothing. — If the clothing gets wet, change to dry clothing. Do not sit with wet feet.

Courtesy, Hygeia

If your feet are wet after skating or other activities, be careful to change your shoes and stockings at once on reaching home. A good out-of-door person should know how to take care of himself.

If your clothing is damp from rain or after hard play in the warm air, hang it up so it will dry. Stockings should always be hung up carefully so that they will be ready to put on in the morning. So should your underclothing. Make a list of rules about caring for the clothing when you prepare for bed. Put this list into your health notebook. Check the list.

Courtesy, Hygeia

Wash the feet before going to bed.

The clothing may not be of the finest material, but if it is clean, there can be no fault found with it. Change the underclothing often enough to keep clean clothing next to the body. Carry a clean handkerchief and do not twist it into a knot or chew its ends. A handkerchief should be used to blow the nose, to catch the sneeze, and to catch the cough.

How to Use the Handkerchief. — Waving the handkerchief often scatters disease. How? Why should people who are ill use paper handkerchiefs or cloths which may be burned? Why should you let no one use a handkerchief that you have used until after it has been washed? Why should you not use another's handkerchief? Why should you never rub the eyes with a soiled handkerchief?

She covers her mouth and nose when coughing and sneezing.

Most children should blow the nose every morning on arising. It is never healthful to swallow the waste material from the nose. If it drops into the throat, it should be spit out into a safe place, such as the toilet, the garbage can, or into a piece of paper and burned in the stove. It is well to blow the nose at times during the day even if one has not a cold. If there is a cold, one must be very careful to keep the nose clean. Always attend to the nose in private, if possible.

Practice in How to Use the Handkerchief.—The following may be practiced by the child alone, or the teacher may have all the children do this together. Bring a clean handkerchief to school for this practice.

HANDKERCHIEF DRILL

1. Place the handkerchief over the nose.
2. Close one nostril tightly with the finger and practice giving short, quick blows. Keep the mouth slightly open when "blowing the nose."
3. Try the other nostril. Never blow both nostrils at the same time.
4. Cover both the nose and mouth when coughing or sneezing.
5. Fold the soiled portion of the handkerchief inside and return to the pocket.

At Home At School

What do parents and teachers say in answer to these questions?

THINGS TO TALK ABOUT

1. Is it true that some people never bathe? Where do such people live? Is it true that they believe bathing hurts them, or do they prefer being dirty?

2. Why does the law in some places require that dogs be muzzled? What is the danger to myself or to others if dogs are not muzzled? Why do they not muzzle cats?

3. Sometimes one sees a muzzle on a horse. Are horses muzzled for the same reason that is given for putting muzzles on dogs?

4. Did people at one time live out of doors with very little shelter? Are houses better built now than they were many years ago? What do people lose that is healthful by living in houses?

THINGS TO THINK ABOUT

1. Are all American houses fine and all Filipino houses only huts? Are there fine people who live in little houses?

2. What can I do to help make my home a quiet, restful place? How can I help brother or sister to aid me in making a fine home?

3. What health habit must I form to be ready to "catch a sneeze"?

4. Why does a hostler wash and brush the coat of his horse?

5. Why is it dangerous to scratch the skin with finger nails?

6. Why is the air of a house more healthful in summer than it is in winter?

7. What helps to keep dust from going into the lungs?

8. Of what use is it to cover a cough with a handkerchief?

9. Should the handkerchief be clean? Why?

10. Why should not one turn the pages of a book with the fingers moistened by putting them into his mouth?

THINGS TO DO

1. Keep a temperature record in your home.

2. Make a record of your health habits as shown on page 120.

3. Ventilate your bedroom at night.

4. Keep clean.

5. Air your night clothing in the day time and your day clothing during the night.

CHAPTER X

HOW THE MUSCLES WORK

What Are Muscles? — The muscles are the parts of the body that are used for play and for work. Every time you run, jump, or move at all, some muscle is used. The muscles can make themselves long and thin or short and thick. If you grasp the upper part of your arm with your hand and bend your elbow, you can feel the muscles get short and thick. When you straighten the elbow, the muscles become long and thin. There are over five hundred different muscles in the body. Some are large, as those of the back, chest, and legs. Others are small, as those that move the fingers, tongue, eyes, and head.

Muscles and Play. — Play that uses the big muscles of the body is the best kind of activity for growing boys and girls. The games that we like to play best use the big muscles of the body. Boxing, ball games, swimming, running, and tag games require strong muscles. To swim the English Channel, to knock home runs,

Courtesy, Hygeia

to do well in any game, one must have strong muscles. Games are best when played out of doors.

Photo from H. Armstrong Roberts

Every time you run, jump, or even move, some muscle is used.

Muscles and Control. — Boys and girls learn, too, that games demand control. Did you ever see a group of boys playing ball and quarreling all the time? They do not have control. To have control means that you will play fair, that you will not be selfish, that you will not boast when you are winning or sulk when losing. "Play the game" means to be a good sportsman, to do your best at all times, and — first and last — to have control over yourself.

Exercise Develops Muscles. — Exercise should develop all our muscles. The small muscles of the body tire more quickly than the larger ones. The muscles of the fingers are small, those of the arm and wrist much larger. This is why you do not tire so quickly when writing if you write with the arm and wrist muscles instead of the finger muscles.

This girl must learn control of many muscles to catch the ball properly.

Different muscles should be used that all of the body may be fine and strong. Have you heard the saying, "A chain is only as strong as its weakest link"? A body that has muscles which can lift heavy weights may have large

These girls are using their muscles in playing a water game.

Photo from H. Armstrong Roberts

These children do not have to be urged to go skating. Health and happiness come from play.

arm and chest muscles but be weak in heart muscles. Exercise that brings into play many muscles is the kind that has the best health-giving properties.

In what parts of the body are the muscles that are used in walking? In jumping a rope? In driving a car? In making a bed? In washing dishes? In eating ice cream?

Courtesy, Hygeia

The Best Kinds of Exercise. — Exercise should be out of doors and it should use the big muscles of the body. Some activities are not particularly good exercise. Is piano playing? Is swimming? Is writing? Is hopscotch? Here is a list of things that are fine exercises. Why are they fine? Can you name others like them?

1. Walking
2. Skating
3. Playing ball
4. Swimming
5. Climbing trees
6. Roller skating
7. Tag games
8. Fox and geese
9. Hunting wild flowers
10. Playing tennis
11. Riding ponies
12. Building a snow fort

How to Use Exercise. — There are times when it is best to exercise very gently, for a short time, or not at all. The following are important points to remember about the use of exercise:

The quietness of a peaceful night helps to rest the body and the mind.

1. When tired, stop playing, and rest.

2. When you have been ill, it is best to play quiet games or to play easily for a few days. You can play all the better if you do not try to do the old things too soon. What quiet games do you know?

Photo from Wide World Photos

Marbles is a good, quiet game.

3. After eating, rest a while or play quiet games for about an hour.

4. Do not play too hard at the beginning. You will play better if you start slowly. Have you noticed how baseball players or football players come on the field and play a little before the game begins? This is called " warming up."

A Record of Exercise. — Make an exercise record for your notebook to cover a period of a week or two. On the next page is the record of exercise of a fifth-grade boy in Tennessee. How many sports does he know? How many of these did you do last week? Will you keep an exercise record in your notebook? Do you play more outdoor or more indoor games? Which is best for you at most times?

The swimming hole.

Do not dive in pools that you do not know. There may be stumps or jagged rocks that might cause you serious injury.

Are You Able to Swim? — Swimming is one of the finest, most pleasurable sports that any one can enjoy. It not only gives pleasure to one's self, but ability to swim may be the means of saving a life. You should know how to float in the water, and in case of accident to keep afloat until help comes.

Exercise Chart

Exercise	Mon.	Tues.	Wed.	Thurs.	Fri.
Walking (one mile)	×	×	×	×	×
Swimming	×		×		×
Baseball		×		×	×
Tennis	×		×		
On Saturday I went camping.					

Things to Know about the Water. — Land animals breathe air. This gives oxygen, which is needed for life. Water animals need oxygen also, but they must get it from the water. Some animals can live in either water or air, but true water animals, such as fish, die when out of water. Land animals, such as man, are unable to absorb the oxygen that is in water, and so should attempt to breathe only when the nose or mouth is out of the water. One must learn to breathe for swimming.

Courtesy, Hygeia

Do ducks know when to go swimming?

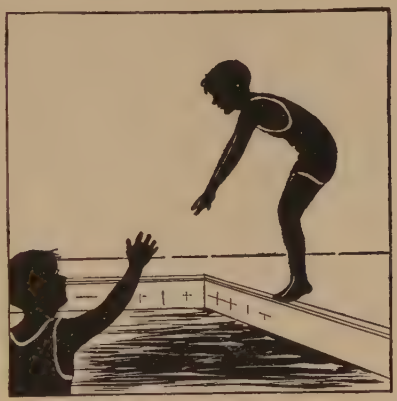
Rules for Swimming. — Beginners in swimming are apt to try to breathe when the face is under water. This causes choking. This is often the cause of the fear that some have of the water. If the nose and mouth are out of the water, and the body is stretched out straight, then one can float easily, and breathing goes on readily. Fear of the water is to be overcome by knowing how to act in water; then the fear disappears.

The Moro boys and girls in the Philippines are good swimmers.

Rules for Swimming
1. Never go in swimming alone.
2. Always wait at least an hour after eating before going into the water.
3. If you are very hot from playing games, cool off before going into the water.
4. If you are ill or not feeling well, do not go into the water.
5. Stay in shallow water until you learn to swim.
6. Do not dive into water that you do not know.
7. In diving, always keep the arms extended in front of the face.
8. If you have a cold or any ear trouble, do not dive.

The Reasons for the Swimming Rules. — All good rules have good reasons back of them. There are good reasons back of the above rules. Read the rules again and see for how many you know the reasons. Then read the reasons below:

1. There is danger in going in swimming alone; if you should have a cramp or suddenly become ill, there would be no one to help you.



What are the laws of habit formation for diving?

2. Wait an hour at least after eating before going swimming, because the stomach needs blood to digest the food eaten. The cold water and exercise disturb the flow of blood to the stomach and so disturb digestion.

3. Cool off before going into the water, because sudden chilling of the body injures the cells of some of the organs.

4. If ill or not feeling well, any activity or any chilling of the body with cold water would make one worse.

5. Stay in shallow water until you learn to swim. Many people have been frightened by going into deep water too soon. Such fears are hard to overcome. Do more as you get more skillful and stronger.

6. Do not dive into unknown water, because you might hit a stone, stump, or log.

Courtesy, Dep't Physical and Health Education, Lincoln, Nebraska

Have you a good posture? Ask some one to give you the posture line test, using a window pole, a straight wand, or a line with a weight attached to the lower end. An erect posture gives a straight line touching the forward part of the ear, the front of the shoulder, and the ankle bone.

7. Keep the arms extended. If you dive deeper than you planned to do and strike bottom, you can protect your head.

8. Stay out of the water if you have a cold. The cold may extend to the ear and cause ear trouble.

Posture. — You are exercising the chest and back muscles when you sit or stand well. Turn to page 2 and read again the part of the story about Captain Jansen that tells of his good posture. Do good posture and courage often go together?

Do you want a good posture? Nearly every one does. Exercise in the pure air and good food help to build muscles and bones which can hold an erect posture easily. A weak body has

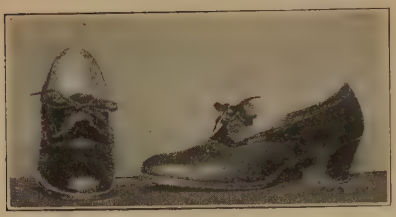
weak muscles, which tire easily and which permit the abdomen to sink down, the shoulders to sag, and the head to droop. These make the body look ugly. Good posture helps the body not only to be healthy, but it helps it to look healthy.

Strong muscles and straight bones are needed for a good posture. But are these alone enough? Why is it that some people with strong bodies have poor posture? It is because they are not brave, cheerful, or do not care. Posture tells about your muscles and bones; it also tells about your thoughts. Are you thinking and acting in good posture?

Courtesy, Dep't Physical and Health Education, Lincoln, Nebraska

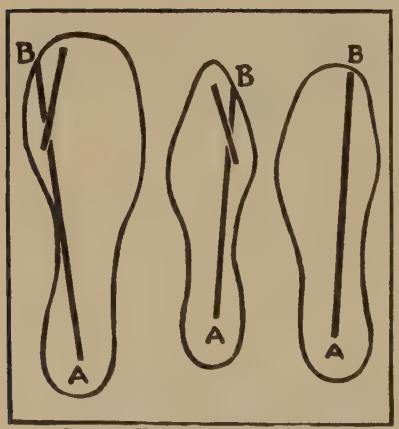
Is this boy thinking of his posture? The seat and desk are adjusted to the boy's size, but he has bad posture. To have good sitting posture he should push back in the chair as far as possible before leaning backward. Sliding down in the seat tilts the spine, the stomach, the liver, and the intestines into a most harmful position. What is your sitting posture?

Standing and Walking. — To be ready to act, one must have good posture in standing and walking. To be ready to act, one must wear clothing that allows freedom of movement, must use the muscles properly, and must show readiness in the face. The girl on page 126 is ready to receive the ball. Her posture is good.



A Pair of Comfortable Shoes.

Correct Method of Measuring Length of Shoe.



Courtesy, Home Economics Dep't, College of Agriculture, University of Wisconsin

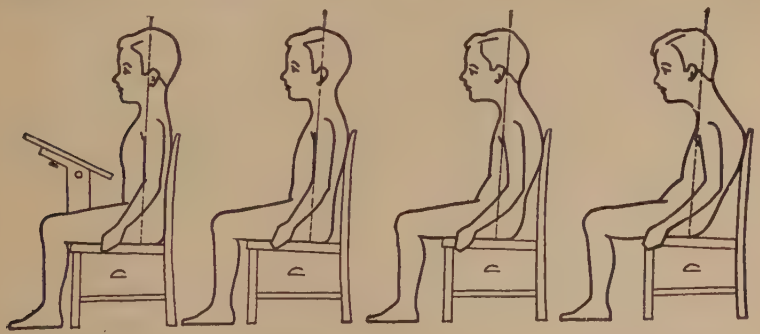
Direction big toe may take in poorly fitting shoe — (*Left and middle*). Direction big toe takes in well fitting shoe — (*Right*).

Mr. Weston, who walked all the way from New York to California more than once, advises to set the foot evenly on the ground, toeing straight ahead. Other walkers state that we should strike the heel first, then transfer the weight to the ball of the foot. Try both methods and see which is best suited to you.

How to Care for the Feet. — The feet should be dressed with proper shoes and stockings. A good type of shoe is one which permits free movement of the toes, has a good sole, is not too heavy, and has a moderately low heel. Soles that are too thin and heels that are too high injure the feet and often create a dislike for walking. Stockings that are too short will produce discomfort; darned hose sometimes cause the skin to become inflamed.

The feet should be bathed frequently and the toe nails kept well trimmed. Always cut the toe nails straight across to prevent ingrowing nails.

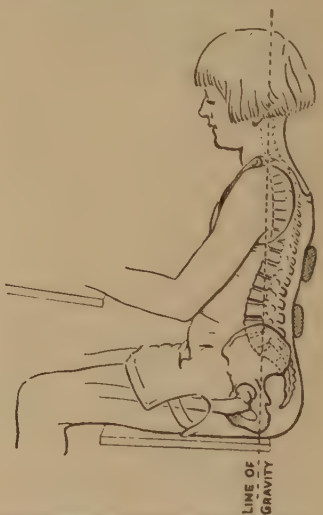
Sitting and Lying. — In sitting and lying, the body should be straight. "Sit tall and lie long." Look



at the illustrations of good, fair, bad, and very bad posture on page 137 and see if you sit with good posture. How would you describe it?

To have a good posture in school, in the many activities of play, on the street, and at home, you must wish to use the body properly. You must practice each day and not have any exceptions. Read pages 5 and 6 again and see if habits have anything to do with posture.

Posture and Control. — A boy or girl in good posture shows control over the body. Here again control of one's self is important. Read about the children below and see if you can tell in what ways they showed control.



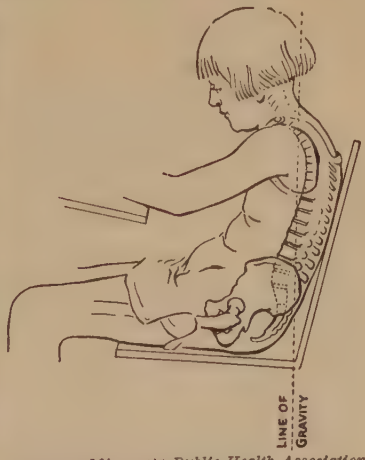
Courtesy, Minnesota Public Health Association

Pictures of a twelve-year-old girl in ideal posture. The white string on the seat shows the position of the seat-bones. Note how the buttocks extend beyond the seat-back.

1. Max always stood on both feet. He placed the weight on the outer side of his feet. Sometimes one foot was ahead of the other, sometimes the feet were apart, side by side. How might standing on one foot make bad posture?

2. Carter carried papers. He carried them under his right arm for a while. Then he changed them to the left side and carried them under his left arm. How might his work have caused bad posture? Should bookbags, suitcases, or packages always be carried under the same arm?

3. Jean had a school desk that was too low for her. Her teacher changed her to one that was the proper size for her height. Jean's teacher wanted her feet to reach the floor easily. Are the seats in your room the right sizes



Courtesy, Minnesota Public Health Association

These pictures show the posture when the child seeks to make use of a chair-back of this shape. The pelvis is tilted back and shoved away from the back of the chair, the curve of the spine is reversed, and the chest and abdomen are compressed.

for the girls and boys that sit there? If there is a child in the room that has a seat so high that his feet do not touch the floor, what could be done to make him more comfortable, when the seat cannot be changed?

4. Martha slept without a pillow and stretched herself out straight in bed. How may the sleeping posture cause a bad posture?

5. Bruce sat in a chair in such a way that his back was straight. When writing at his study table at home, he did not bend over his work. How may the sitting posture be bad?

How to Walk and Run. — The feet must be used properly or they will not stay strong. Improper shoes may cause improper use of the feet. In walking or running the toes should be pointed straight ahead and not turned out. Toeing-out causes a weakness

Courtesy, U. S. Forest Service

These girls have good control of their muscles. Have they a good resting posture?

of the foot and may result in flat foot. Watch your playmates run and see if the ones who run fast point the toes straight ahead.

You can test the strength of your foot by seeing the print made by the wet sole on a board or sheet of paper. If the foot is strong, the print will show a hollow on the inner side; but if weak, the arch will touch the print.

Exercises for Weak Feet. — If your feet are weak, be careful that your shoes are of proper style and fit, and that you walk and run as you should. You may strengthen them by practicing each day for several minutes these exercises:

I

1. Walk on heels. Grip the toes downward toward the sole of the foot.

2. Try to pick up a marble or a pencil with the toes. Walk on the heels around the room, gripping objects with the toes.

3. Lie on the back; raise the toes as far as possible toward the shin.

4. Sit on a bed or on the floor, legs straight; bend the ankle; raise the toes, keeping the legs still.

5. Extend the legs; try to turn the feet inward so that the soles will touch.

II

1. Stand with the feet three to six inches apart, nearly or quite parallel; rise on outer side of feet, keeping the heels on the floor.

Roll over on outer borders of feet.

Rise on toes.

These four pictures are taken from Rebuilding the Child, *by Dr. Frank Richardson. They are used by permission of the author and the publishers, G. P. Putnam's Sons, New York*

Picking up marbles with the toes and placing them in a certain place or receptacle. Each person is given an equal number and each foot must be used the same number of times. Competitive games may thus be arranged to add interest.

2. Rise on outer side of the feet. Squat down, bending body forward, keeping heels on the floor, coming as near as possible to sitting on the heels.

What Can Your Muscles Do? — All our play and work is carried on by muscles. When we make our leg and arm muscles work rapidly, then we can run fast. When they become strong by exercise, sleep, and proper food, then we can jump far. Here are some achievement records for boys and girls. How many points can you score?

ATHLETIC BADGE TEST FOR BOYS

The Playground and Recreation Association of America has adopted the following standards as a test of athletic ability for boys:

First test:

1.	Either Pull-up (chinning)	4 times.
	Or Rope climb (using both hands and legs)	12 feet.
2.	Standing broad jump	5 feet 9 inches.
3.	Either 60-yard dash	9 seconds.
	Or 50-yard dash	8 seconds.
4.	Either Baseball throw (accuracy)	3 strikes out of 6 throws at 40 feet.
	Or Baseball throw (distance)	130 feet.

These badges for boys were designed by R. Tait McKenzie, M. D., University of Pennsylvania, for the Playground and Recreation Association of America, 1912. Copyright, 1912

Second test:

1. Either
   Pull-up (chinning) ..... 6 times.
   Or
   Rope climb (using both hands and legs) .... 16 feet.
2. Either
   Standing broad jump ..... 6 feet 6 inches.
   Or
   Running broad jump ..... 12 feet.
3. Either
   60-yard dash ..... 8 seconds.
   Or
   100-yard dash ..... $13\frac{2}{5}$ seconds.
4. Either
   Baseball throw (accuracy) ..... 3 strikes out of 5 throws at 45 feet.
   Or
   Baseball throw (distance) ..... 195 feet.

Third test:

1. Either
   Pull-up (chinning) ..... 9 times.
   Or
   Rope climb (using hands only) ..... 16 feet.
2. Either
   Running high jump ..... 4 feet 4 inches.
   Or
   Running broad jump ..... 14 feet.
3. Either
   220-yard dash ..... 28 seconds.
   Or
   100-yard dash ..... $12\frac{3}{5}$ seconds.
4. Either
   Baseball throw (accuracy) ..... 2 strikes out of 5 throws at 50 feet.
   Or
   Baseball throw (distance) ..... 220 feet.
   Or
   8-pound shot-put ..... 28 feet.

It has been found that boys of 12 years of age should be able to qualify for the badge under the

first test, elementary school boys of 13 years and over for the second test, and high school boys for the third test. It does not seem, however, that the different standards should be limited to these age groups. Accordingly, no age or even weight limit is fixed. Any boy may enter any test at any time.

It is generally agreed among those of the greatest experience in the field of physical education, " that climbing, jumping, running, and throwing should be considered the four fundamental activities to be included in any physical efficiency test." And accordingly each of the three tests makes use of four events. Certain options are allowed to make the tests adaptable to varied local conditions, and to allow choice of those activities most interesting to the boys of any locality. To pass a test a boy must qualify in four events, one from each of the four classes, climbing, jumping, running, and throwing. All tests must be made without the aid of spiked or cleated shoes of any sort ; tennis or gymnasium shoes are allowed.

These badges for girls were designed by Mrs. Edith W. Burroughs, New York City, for the Playground and Recreation Association of America, 1915. Copyright, 1915, Joseph Lee, Trustee for Playground and Recreation Association of America.

ATHLETIC BADGE TEST FOR GIRLS

The Playground and Recreation Association of America has adopted the following as standards which every normal girl ought to be able to attain. One event should be selected from each group.

First test:

1. Balancing (1 deep knee bend) ..... 24 feet, 2 trials.

2. Either
   Potato race ..... 22 seconds.
   Or
   All-up Indian club race ..... 30 seconds.
   Or
   50-yard dash ..... 8 seconds.

3. Either
   Basket-ball throw (distance) ..... 35 feet.
   Or
   12-inch indoor baseball throw (accuracy) ... 2 strikes out of 5 throws at 25 feet.

4. Either
   Volley-ball serve ..... 2 in 5.
   Or
   Tennis serve ..... 3 in 6.
   Or
   Basket-ball goal throw (10-foot line) ..... 2 in 5.
   Or
   12-inch indoor baseball throw and catch .... 3 errors allowed.

Second test:

1. Balancing (book on head; 1 deep knee bend) . 24 feet, 2 trials.

2. Either
   Potato race ..... 20 seconds.
   Or
   All-up Indian club race ..... 28 seconds.
   Or
   Run and catch ..... 19 seconds.
   Or
   50-yard dash ..... $7\frac{3}{5}$ seconds.

3. Either
   Basket-ball throw (distance) ..... 45 feet.
   Or
   12-inch indoor baseball throw (accuracy) ... 3 strikes out of 6 throws at 30 feet.

Second test: Continued

4. Either
Volley-ball serve ..... 3 in 6.
Or
Tennis serve ..... 3 in 5.
Or
Basket-ball goal throw (12-foot line) ..... 3 in 6.
Or
12-inch indoor baseball throw and catch ... 2 errors allowed.

Third test:

1. Balancing (book on head; 3 deep knee bends) . 24 feet, 2 trials.

2. Either
Potato race ..... 18 seconds.
Or
Run and catch ..... 17 seconds.
Or
50-yard dash ..... $7\frac{1}{5}$ seconds.

3. Either
Basket-ball throw (distance) ..... 55 feet.
Or
12-inch indoor baseball throw (accuracy) ... 3 strikes out of 5 throws at 36 feet.

4. Either
Volley-ball serve ..... 3 in 5.
Or
Tennis serve ..... 3 in 4.
Or
Basket-ball goal throw (15-foot line) ..... 3 in 5.
Or
12-inch indoor baseball throw and catch .... 1 error allowed.

There are no height, weight, or age limits in the Athletic Badge Tests for Girls, but an attempt has been made to provide tests of progressive difficulty. Certain options have been provided to make the tests adaptable to local conditions and to allow a choice of those activities most interesting to the girls in any locality. To win a badge in any test a girl

must qualify in one event in each of the four groups in that test.

At Home At School

What do parents and teachers say in answer to these questions?

THINGS TO TALK ABOUT

1. How should one run to run fast?
2. What are "training rules"?
3. Are "training rules" only for athletes?
4. Why should a child ask his teacher or parents about things he does not understand?
5. Is there a best way to jump far? What is it?
6. What is the best way to win in studies?
7. How may diving injure the ears?
8. Why should one not play hard right after being ill?

THINGS TO THINK ABOUT

1. Writing is not good exercise, but is it right to learn to write?
2. Should children go in swimming without asking mothers or fathers? Why not?
3. What do you show in the way you stand and walk?
4. When you recite in class, do you show by the way you stand that you are brave, that you believe in your teacher, and that you wish to do your best?

5. Is there a chance to show control in the way you walk, run, stand, and sit?
6. Why should every one who is well learn to swim?
7. What are the points of a good standing posture?
8. How may weak feet be strengthened?

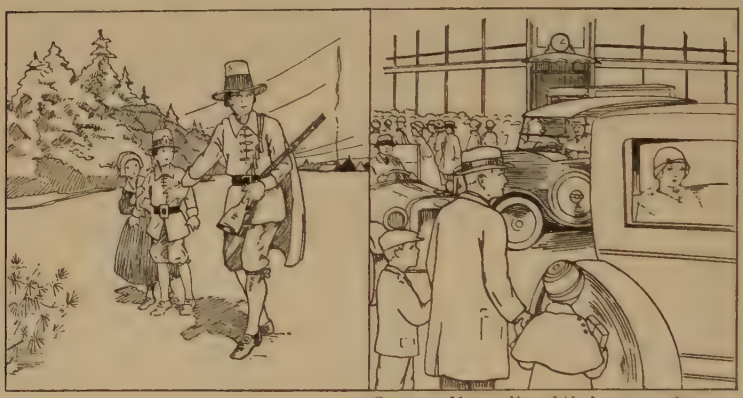
THINGS TO DO

1. Test yourself in the Athletic Badge Test.
2. Make an exercise poster for the schoolroom.
3. Make a list of great Americans who liked to exercise.
4. See if you can control yourself better than your teachers or parents expect you to.
5. Learn the foot exercises on pages 141 and 143.

CHAPTER XI

SAFETY

Being Careful. — Always being careful is one way of having good control. Careful children are not so



Courtesy, Metropolitan Life Insurance Company

THREE HUNDRED YEARS AGO

Parents were always on the watch.

When a leaf moved or a pebble fell, they stopped and looked in every direction.

They warned their children not to stray into the woods alone.

They taught them to watch out for wolves and Indians.

NOW

It is also necessary to watch.

There are perils today as deadly as Indians and wolves.

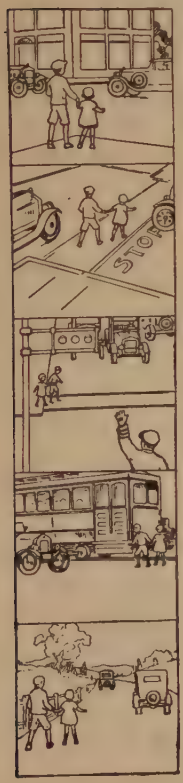
There are perils that lie in wait in the streets and along the roads.

Last year 6,300 children were killed by automobiles.

likely to have accidents, nor do they cause worry or pain to others. Sometimes accidents occur just because folks do not think. Have you ever known of accidents to children at play? Below are a

number of pictures that show ways of safety and ways of accidents. Do you know the safe ways? Do you avoid the dangerous ways? Years ago, it was not brave to walk out on a hill where an Indian could see you and shoot you. Today it is not being brave to "hook" rides, to skate in front of an automobile, or to run after a ball in a crowded street.

DO YOU KNOW ENOUGH



to

Look to the left and to the right before you cross a street?

to

Cross only at crossings?

to

Watch the traffic policeman and wait for his signal?

to

Look before you go around a street car?

to

Keep to the left on country roads so that you can watch for cars coming toward you?

ARE YOU CAREFUL

to

Play in safe places?

to

Avoid cars when on skates or bicycles, or sleds?

to

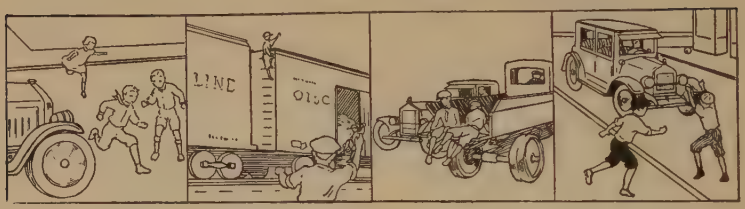
Never "hook" rides?

to

Watch for cars that pass school buildings?

Courtesy, Metropolitan Life Insurance Company

WHEN YOU PLAY DO YOU RISK YOUR LIVES?



Playing in streets open to traffic? | Playing in a railroad yard? | "Hooking" rides on moving cars? | Dashing into streets after balls?

Look at the picture above. If the running children should stumble and fall could the car stop in time? If the boy on the train should lose his hold would he be badly hurt? If the car on which the boys are riding should stop quickly might the boys be injured by a car following behind? Does the boy running after the ball see the car?

These are questions to be answered. Everybody wants children to be brave, but we should remember the difference between being brave and careless.

Below are pictures of fine play in safe places. One can play better on such grounds and practise being brave when injured, brave when losing, and even brave enough to keep from boasting after victory.

PLAY IN SAFETY

Courtesy, Metropolitan Insurance Company

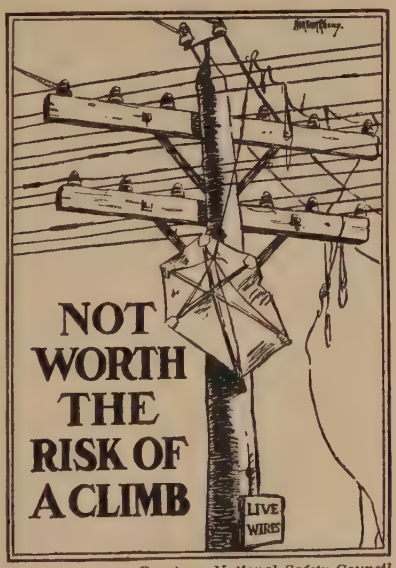
Serious accidents may happen because some one does not think? Can you give the answers to the

Six Safety Rules

1. Put in a safe place boards that have sharp nails in them.
2. Look to the left and to the right before crossing a street.
3. Straighten rugs that are crooked.
4. Put sand or ashes on icy walks.
5. Put playthings or other articles where they will not be stumbled over.
6. Keep the head and arms within the car of a moving train.

above safety rules? Can you answer "yes" to each one? Can you tell how you might hurt some one if you should not keep these rules?

Score yourself on the above rules by giving yourself ten for the ones you do and taking away ten for the ones you do not do. What is your score? If all the children in your room report their scores, the teacher can tell whether



Courtesy, National Safety Council

or not your score is above or below the average. If you are not as good in this kind of control as the average child, you should begin to be more careful. Remember that really doing these rules is more important than scoring high.

Photo from H. Armstrong Roberts

This small boy seems to think he has no time to go around by the gate and up the stairs. He prefers to climb, even in a dangerous place and over a pointed fence. If his foot should slip, what might happen?

Be-Careful Stories.— The children in a fourth grade in Maine wrote **be-careful** stories. This is the story John wrote:

One day mother said to me, "John, the milkman broke a bottle on the walk before the door. Will you please sweep up the broken glass and put it where no one will be hurt by it?"

I was reading and forgot about it until I saw little baby sister creeping down the walk on her hands and knees. She was headed directly toward the glass on the walk. I ran after her as fast as I could, and she crept all the faster. She thought I was playing with her. I reached her just before her chubby little hands would have pattered down on a piece of sharp glass.

Topics for *Be-Careful* Stories. — Would you like to write **be-careful** stories about one of these subjects:

1. Loose matches
2. A big package on the stairway
3. A wagon on the front walk
4. An old tin can in the yard
5. A banana peeling on the sidewalk
6. A bottle of medicine in a junk heap
7. A lamp too near the edge of the table
8. A bonfire that was left burning

Photo from H. Armstrong Roberts

One of the most dangerous practices of boys is hitching on the back of motor vehicles. If the man driving should stop suddenly, he might jar the boys and loosen their hold. What might happen?

What Should You Do —

1. If you should find a piece of broken glass on the road or in the street?
2. When you cross a crowded street?
3. If your ball rolls out into the street or the road?
4. If you find a banana skin or other fruit skins on the walk?

5. If you get your feet wet coming to school?

6. If you are picnicking and have waste paper that you do not want?

Fire and Matches. — Sometimes fires are caused by matches left carelessly about. There is a saying, "Matches do not think with their heads. We must do the thinking." There are some directions for the use of matches that every boy and girl who wants to help prevent fires should learn.

Directions for the Use of Matches. —

1. Safety matches are the safest.

2. Keep matches in a closed tin. A baking powder can is fine if you have no tin matchbox.

3. Do not leave loose matches around or carry them loose in the pocket.

4. Keep matches away from little children and away from the heat of the stove.

5. Close the matchbox before striking a match on it.

6. Strike a match down and away from you.

7. A waste basket or a wooden or a paper box is no place to throw burned matches.

8. Be sure a match is out before you throw it away.

9. Pick up every match that you drop.

10. Do not carry a lighted match or a candle into a clothes closet.

A Flashlight Is a Safe Light. — Is it worth taking chances with matches when a little electric flashlight can be bought for a small sum? A flashlight is safe

to use where matches, or even lanterns, might be dangerous.

Why should a flashlight be used where there is paper, excelsior, hay, or gasoline? Why should electric bulbs instead of candles be used to light Christmas trees? What does it mean when we say: "Fire is a good servant but a poor master." "A wise man does not look for gas with a candlestick." "When Mr. Careful comes to stay, Mr. Danger runs away." "The best fire prevention is a careful person." "All fires are the same size in the beginning."

Courtesy, National Safety Council

Turn off the electricity before leaving.

A Be-Careful Record. — This is a page from the health notebook of a little girl in North Carolina:

ALWAYS BE CAREFUL

NAME	HOW TO PREVENT A FIRE
Match	Keep in a tin box
Candle	Blow out before leaving the room
Firecrackers	Do not play with them at all
Lamp	Place it away from the edge of table or shelf
Electric iron	Turn off before leaving it

Can you think of other things that might cause a fire? Can you write down ways to prevent fires? Writing them will help you to remember them.

Are Bonfires Safe? — There are certain things to remember about bonfires. They are lots of fun, but

Courtesy, Pisgah National Park

Young timber here will be worth a fortune in fifty years. *Keep the fire out.*

only if we use them properly. Bonfires should never be made by children unless some one older is along. Outdoor fires should always be placed where there is no danger of setting fire to buildings, woods, or grass. Be careful not to go too close to a bonfire, and have water ready in case you need it to stop it from spreading. Always make sure that a fire is out before leaving it.

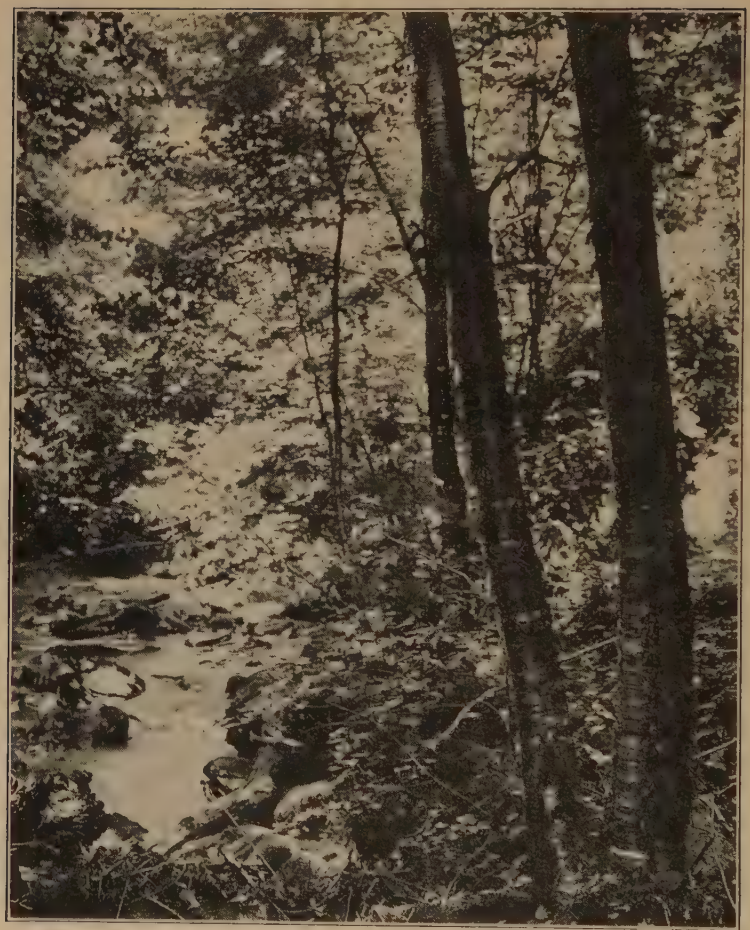
Carelessness Is the Friend of Fires. — Would you like to write a story or tell in class how each of the following might cause a fire?

1. Children playing with matches.
2. Matches left where mice can get them.

Courtesy, Pisgah National Park

Less than a year later a portion of the same forest looked like this. How did the lack of control cause this ruin and desolation?

3. Clothing hung over the stove to dry.
4. A candle or a lamp left before the open window where a breeze might blow the curtain against the blaze.
5. A half-burned cigar laid on the table near a kerosene lamp which leaks.
6. An electric flatiron with the current still on, left on an ironing board.



Courtesy, U. S. Forest Service

"A forest is more than a collection of trees. It is not merely a wood storehouse. It is a wood factory, a water reservoir, a game refuge, and a wild flower preserve. All these in one the forest truly is." — Gifford Pinchot.

7. Careless tossing away of half-burnt matches.

8. Lighting a cigar while filling the gasoline tank in an automobile.

9. Laying a lighted cigar on the edge of a table directly over a waste basket.

What to Do if Your Clothing Should Catch on Fire. — We hope that your clothing will never catch on fire. If it ever should, we hope that you will be quick-witted and will have as wonderful self-control as Jamie had. Jamie and his little sister were playing near a bonfire. Suddenly a gust of wind blew the flames nearly over him. Jamie had been playing circus clown, and the flames quickly set fire to the costume that he was wearing. He would have been badly burned had he not had the control which he learned when he was studying about fires. He could not get his burning clothes off, so he lay down quickly on the ground. He rolled over and over and beat the fire out with his hands as he rolled. Soon the fire was out and the only burns Jamie had were on his hands.

His mother put soda on his burns and then took him to the doctor, who treated them. When Jamie's hands were well, there were two small scars on them, badges of his bravery and self-control.

Poison Ivy. — Poison ivy can be told from the Virginia creeper, or woodbine, by the number of leaves. The Virginia creeper, or woodbine, has five leaves, and poison ivy has only three. They grow in similar places and look much alike. In the fall the

Courtesy, National Safety Council

Where are safe places to hang clothes to dry? Why is over the stove not a safe place?

ivy turns a brilliant red, almost the same color as the leaves of the woodbine. The number of leaves will tell you which it is.

Perhaps this little rhyme told by a little Quaker lady will help you to remember that poison ivy has three leaves:

Green leaves three
Say to thee,
"Don't touch me."

Not every one who comes in contact with poison ivy is poisoned, though some are poisoned very easily even without touching the vine. Poison ivy produces a burning and itching of the skin within twenty-four hours after the person has come in contact

Courtesy, National Science Service

Poison sumac is distinguished from ordinary sumac by its drooping bunches of pale berries.

Courtesy, National Science Service

Poison ivy can be identified by its leaves, which are always three-parted.

Green leaves three
Say to thee,
"Don't touch me."

with it. A red rash appears and is followed by small blisters. The patient is very uncomfortable and in most instances suffers intense pain. If you think that you have brushed against poison ivy or handled it by mistake, wash the skin very, very thoroughly with laundry soap and hot water. Change the water several times and use lots of soap. Just dabbling in the water will do no good. Scrub, and scrub, and scrub the skin. If you have boric acid, bathe the skin in this after completing the bath of soap and water.

Courtesy, National Science Service

The beautiful clusters of berries of poison ivy that cling to the branches into the winter months attract children and adults.

Cuts and Wounds.— Almost every boy and girl at some time cuts the hands, or injures the skin in some way. We should know how to care for such injuries. If the cut or wound is small, if it has no dirt in it, if it bleeds freely and washes itself out, then only cover with a clean bandage. If you fall in the gravel or dirt and scrape the skin, there is sure to be dirt in the wound that cannot be washed away by the blood. Then apply mercuro-chrome or tincture of iodin and bandage carefully. In caring for injuries of this kind, always wash the hands thoroughly before giving first-aid.

Nosebleed. — The nose may bleed because of any one of several different causes. Sometimes it is caused by a blow on the nose. Some children have nosebleed because they pick the nose with the finger nail. At times, nosebleed begins in the early stages of a cold.

When the nose starts to bleed, lie down and be quiet. This will often stop the bleeding. If this alone is not sufficient, hold cloths wrung out in cold

water to the nose. If the bleeding comes from a sore in the nose, it will happen again and again unless the doctor treats the sore so it will heal.

What Would You Do? — Read carefully the following and decide if the people you read about acted properly, and what you would do in similar situations:

George, Ray, and Tom — three boys — were tramping through the woods. As they were running to gain shelter from a shower, a vine entangled the foot of Tom. He fell and skinned his arm on the rough bark of a fallen tree. Ray took out his handkerchief to wipe the wound. But when he saw that it was not clean, he did not touch the wound with it. Why did he not touch it with his handkerchief?

Ned, Rose, and their father started in their car to bring mother home from grandfather's house. They stopped beside the river to eat lunch. After they had eaten, Rose cut her hand on a broken glass that some one had left in the grass. She started down to the river to wash her hand. Her father said, "Never put strange water on an open wound. We will put mercuro-chrome on it and a clean bandage. That will help to make it heal." Can you tell why he did not want Rose to wash her hands in the river?

Raymond got a splinter in his hand. He went into the house for mother to take it out. His mother washed her hands, cleaned her nails, and got some clean gauze. She held the blade of a knife in the flame of a match to kill the germs that might be on it. Then she slipped the point of the blade under the splinter, held the blade against it with her thumbnail, and out came Mr. Splinter. She put

mercuro-chrome on the wound, and Raymond's hand was not sore at all.

Why did Raymond's mother put the blade through the flame?

Why did she wash her hands and clean her nails?

Keeping Unclean Things Out of the Mouth. — If germs were colored or were big enough to be seen, there would not be so much disease in the world. But germs are so very tiny that they cannot be seen except through a powerful microscope, that makes them appear many times larger than they are.

Courtesy, Hygeia

Unclean Hands. — Hands that are not clean do not always have harmful germs on them. Sometimes they do. Such germs do no harm on the hands unless the fingers holding them are placed in the mouth. Through the mouth the germs enter the body, and may cause sickness. So you see clean hands are sometimes able to prevent disease.

Keeping Other Things Out of the Mouth. — Pencils, money, and other things may have germs on them which are harmless unless they get into the mouth. Have you ever read the story of a nickel? Other pieces of money may have been in even more places than we are told about in this story. It is best never to put money or other unclean articles into the mouth.

The Story of a Nickel*

I am a nickel. When I came from the United States mint I was clean and bright and shiny, but I have traveled a great deal since then and have been in many strange places.

First a baker got me from the bank and put me into his cash drawer. Then a lady got me for change and took me home in her knitting bag. She gave me to the huckster when she bought some bananas and he put me into his pocket with a lot of other coins and some chewing tobacco. Next a ragpicker stopped the huckster to buy some fruit and he got me, too, in change. I stayed with the ragpicker for several days. My next owner was a newsboy who dropped me into the gutter. He heard me fall and hunted me very carefully, finally picking me out of the mud into which I had rolled. The next morning I changed owners again, when Mr. S—— bought his morning newspaper. At noon, when Jennie S—— asked her father for a nickel to buy an ice cream cone, he gave me to her. Jennie took me to school with her, first carrying me in her sweaty hand, holding me very tight. Then she put me into her mouth and carried me the rest of the way there. That was the first bath I had ever had. Now I am clean again but not so shiny as I was when I first came from the mint.

Our Eyes. — There are some boys and girls who cannot do their work or get their lessons, because they cannot see well. If the letters or figures seem to be blurred when you read, you may need to be fitted with glasses. If your eyes burn, are red, or

* Courtesy of the National Safety Council.

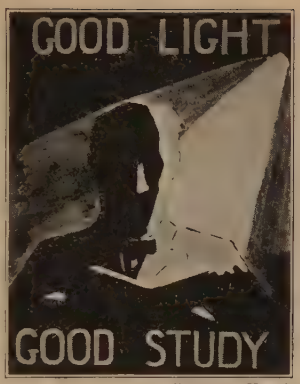
water when you use them for a short time, they are tired. Maybe they need rest. They may need glasses. You can rest your eyes by closing them for a few minutes. If you look away from your work for a little while, the eyes feel better when you begin again to read.

Some one may say, "I do not want to wear glasses." If your eyes need glasses and you do not wear them, you cannot do your best work, and your eyes will not become strong. If your eyes hurt, the pain will

Courtesy, U. S. Forest Service

The world is full of lovely things,
For all of us to see.
We need our eyes as fine and strong
As ever they can be.

make you feel unhappy. You want to look well and you want to be pleasant and happy, of course. If you need glasses, be sure to have your eyes fitted as soon as you can. Wear them every single day. Some one wrote, "A smile and two merry eyes, will make the pleasantest of skies."



Courtesy, Hygeia

Reading in Dim Light. — Did you ever begin to read a story or a book when there was good daylight and suddenly found that you could hardly see? The light had grown so dim it was almost dark. You were so interested that you did not notice the darkness coming on. If you do this just once, it may not hurt your eyes. If you do it many times, you will surely injure them, perhaps very seriously.

Take Good Care of the Eyes. — Wash the eyes every morning in clean water. Running water is best if you have it. Wash your hands before touching the eyes. When you come in from a dusty drive or from play, wash the hands and then bathe the eyes in clean water. Some children have sore eyes because they have rubbed them with dirty fingers, with a handkerchief that was not clean, or have dried their eyes on a dirty towel. Trachoma may cause blindness. Trachoma is caught by using a face towel or handkerchief used by some one who has the disease.

Courtesy, The Eyesight Conservation Council

With normal sight every line and all portions of an object are correctly pictured in the eye without strain.

Courtesy, The Eyesight Conservation Council

Here everything is a blur — even the largest letters are but ragged blots; still, there are persons whose sight is like this who think they see as others do.

Do You Know the Answers?

1. Why is it hard for some children to see the printed page?
2. What is the best position to take when you read?
3. Can you name four things that would tire the eyes?
4. Why is the time between sundown and dark a poor time to read?
5. Can you name three cleanliness rules for the eyes?
6. How might being careless with air rifles, bows, arrows, or throwing snowballs, cause injury to the eyes?

Courtesy, The Eyesight Conservation Council

This picture shows the result of nearly perfect vision. Every particular stands out sharply and clearly.

Courtesy, The Eyesight Conservation Council

This picture shows how impaired vision changes the appearance of objects. Nothing is clear.

Reading in Too Bright a Light. — The very strongest, best eyes in all the world can be ruined if their owners do not take care of them. Reading with the bright glare of the lamp on the page will hurt the eyes; so will reading with the bright sunlight on the page, or with a bright lamp shining into the eyes.

Reading in too bright a light is almost as bad as reading in the dark. Sometimes it is even worse. The eyes may be injured by too much light as well as by too little. Try not to sit facing the sun or a very bright light if you can help it. Good eyes do not hurt unless they are abused.

When you read, it is best for the eyes to have the light come from behind you or over your shoulder. Do not read with the light shining directly into your eyes. It is best to hold up your head when you read instead of bending down over your book.

Do You Care for Your Hearing? — If there lived anywhere an Old Growly Earache I think he would talk like this:

"Billy has been doing the very things all week that give me a chance to make boys' ears ache and girls' ears ache, too. Yesterday he scraped out the inside of his ear with a pin. Saturday he put his finger into his ear, and his nails were not one bit clean. Then there is Molly May. She leaves the inside of her ear wet when she washes.

"Now, Tony is the worst of all," said Old Growly Man Earache. "He uses his fingers instead of a clean cloth to wash his ears, and his nails sometimes break the skin. Whoopee! I will get into all of these children's ears and

make them sore. I will try to make them ache, too. They will think that all the king's horses and all the king's men are pounding away in their ears."

Then I think I see Old Growly Earache going into the schoolroom. He wanted to be there early in the morning.

"Oh what's the use!" he said. "Look at all that writing on the board. Hear-Well Club, it says."

"Well," said Old Growly Earache, "if the children do all those things, they never will see me around."

Of course, there is not an Old Growly Earache, but there are resolutions that will help girls and boys to have good healthy ears.

Resolutions of the Hear-Well Club. — The Hear-Well Club made a poster with the following resolutions:

1. I keep pins and other hard or sharp things out of my ears.
2. I keep my fingers out of my ears.
3. I wash the rim, the back, and the creases of my ears every day.
4. I wipe the inside, the outside, and the back of my ears dry.
5. I try to remember that colds, snuffles, sore throats, a blow on the ear, or loud noises close to the ear help to make children hard of hearing.
6. I go to see a doctor when I have the earache.

How many of these rules do you keep each day?

Colds. — When any one has a bad cold, it means that some one has been careless. It may not be the one who has the cold; it may be that some other girl or

boy did not have good control. The poem, "Mary's Cold," tells about a girl who had good control.

MARY'S COLD

Mary had a sniffly cold
In her nose and head,
But she was very careful
And did not let it spread.

She coughed into her handkerchief,
She sneezed into it, too,
She used her clean new drinking cup,
She knew just what to do.

She washed her hands, she ate good food,
She spent long hours in bed,
So Mary stopped the little cold
And did not let it spread.

Suppose that Mary had not coughed or sneezed into her handkerchief when she had a cold. Do you know what might have happened? She might have given cold germs to some one else. She might not have meant to do so, but that is just what might have happened.

Coughing and Sneezing. — When any one has a cold in the head, the nose and throat contain many germs. An open sneeze scatters these germs three or four feet. An open cough will throw spray from the mouth almost ten feet. We do not like to be touched by spray from another's mouth or nose. Neither does any one else want to be touched by spray that comes from our nose or mouth.

Suppose you do not have time to get your

handkerchief when you have to cough or sneeze. Be sure to cover your mouth and nose with your hands. Then, of course, you will want to wash your hands before you touch food.

Helps in Not Giving Colds to Others.— Use your own drinking cup, dishes, and towels. Boil for a long time in hot water the handkerchiefs you use. A better way is to use paper napkins or old clean cloths and to burn them after use.

Dippers used by all the children spread disease. Individual drinking cups are far better.

THINK OF OTHERS

The Spray from Your Cough or Sneeze May Go Ten Feet

PROTECT

Your Neighbor As You Would Like Him to Protect You

Courtesy, Tuberculosis Society of Wayne County, Michigan

Health advertising in the street cars is one of the ways in which the Society is endeavoring to reach the public in its health education campaign. The above card has been placed in four hundred Detroit street cars.

Anderson County, South Carolina, found that this inexpensive sanitary drinking system solved the problem of individual drinking cups in small rural schools.

A fifth grade in a school in Iowa kept a record of all the girls and boys who had colds in December, January, and February. These are the months in this state when many children have colds. They found that the children who were underweight had colds more often than girls and boys who had good weight records. The ones who did not get long hours of sleep and those who slept with closed windows had colds more often than the ones who slept at least ten hours each night with windows open. The children who had decayed teeth or bad tonsils had colds nearly all the time.

Plenty of good food and water, long hours of sleep in the open air, and play in the sunshine will help to keep you free from colds. If you do not have colds, this helps to keep others free from them.

Wet Feet and Colds. — Suppose you have no rubbers; it is raining but you do not want to miss school. Your feet are wet when you reach the building. Which of these things would be the most healthful to do:

1. Sit with wet shoes and stockings all morning?
2. Take off your wet shoes and stockings, dry your stockings by the stove, radiator, or furnace, and then put on the dry stockings and wear your damp shoes?
3. Put on dry shoes and stockings that you have taken with you?

Getting Rid of a Cold. — Staying in bed and resting in a room where the windows are open will help to cure a cold. Drink plenty of water, have good elimination, and keep the body warm.

Flies. — There is an old rhyme that reads:

Kill a fly in the spring,
You have done a splendid thing.

Kill a fly in May
You have kept thousands away.

Kill a fly in June
They will be scarcer soon.

Kill a fly in July
You have killed just one fly.

Courtesy, Hygeia

"Swat-the-fly" days are fine. They help us to know that the house fly is dangerous. The better

Courtesy, Hygeia

He carries disease. Destroy him. The best way to kill a fly is to starve him.

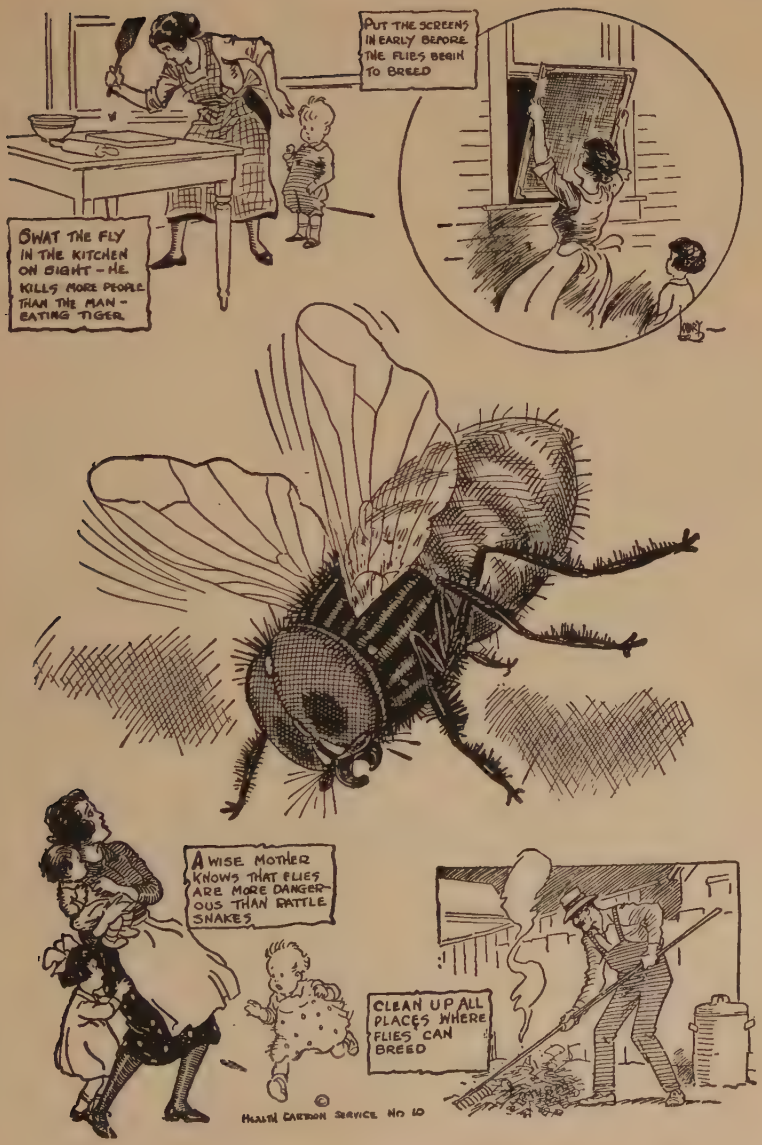
grow. That is why it is best to begin to destroy flies as soon as you see the first one in the spring.

The best way to kill flies is to starve them. If they cannot find anything to eat, they do not live long. The mother fly lays her eggs in manure piles, in outhouses, in uncovered garbage cans, or in other places that are not kept clean. If manure is screened and scattered every day way is to destroy the breeding places. Swatting the flies helps to destroy just the flies. If the breeding places are not destroyed, other flies come in a short time.

The mother fly begins to lay her eggs early in the spring; she lays a great many. They soon hatch and grow to be big flies. These in turn lay eggs, and more flies

Courtesy, Hygeia

It is important to kill the fly, but it is more important to destroy his breeding place.


PUT THE SCREENS IN EARLY BEFORE THE FLIES BEGIN TO BREED
SWAT THE FLY IN THE KITCHEN ON SIGHT - HE KILLS MORE PEOPLE THAN THE MAN - EATING TIGER
A WISE MOTHER KNOWS THAT FLIES ARE MORE DANGEROUS THAN RATTLE SNAKES
CLEAN UP ALL PLACES WHERE FLIES CAN BREED
HEALTH CARTOON SERVICE NO 10

in warm weather, the flies lose one of their best nests in which to lay eggs. If outhouses and other places are kept clean, the fly eggs will not hatch. Some one has said that all the flies in the land could be destroyed within a few years if *everybody* destroyed places where the flies hatch.

You would not think of eating food that comes from the filth in the barnyard. Flies walk in barnyards and other places and get filth on their legs. Then they may fly straight to the house. If the flies get inside, they like to wipe their feet on the food you have for dinner. They brush off the dirt from their legs on this food and leave it there.

Study the picture on the preceding page. Why do flies kill more people than tigers? Why should the screens be placed in the windows early in the spring? Is one fly more dangerous than one rattlesnake? Why are flies more dangerous than rattlesnakes? What is the man doing in the picture? Why is this necessary?

Can you answer these questions: Are people more afraid of tigers and rattlesnakes than they are of flies? Why? Should we fear flies? If we should not fear them, what should we do?

The children in a fifth grade in New York made some fly posters. Here are two legends they printed:

The fly you swat never runs away
To come to bite some other day.

Keep food away from flies and there will be *no flies*.

At Home At School

What do parents and teachers say in answer to these questions?

THINGS TO TALK ABOUT

1. Are there more or fewer dangers for children today than in the early days of America? Are the dangers different or the same?
2. What dangers are there today that were not present at the time of the first settlers at Jamestown?
3. What dangers were there then that are not present now?
4. As people live in cities, do they have to learn to avoid certain dangers? What are these?
5. Why does the health officer require that children be vaccinated before attending school?
6. If a person is not afraid of taking smallpox and prefers not to be vaccinated, why is that person required to be vaccinated?
7. Is it healthful to dress with the knees bare in winter? What are the advantages? What are the disadvantages?

THINGS TO THINK ABOUT

1. What is of value in making the skin clear?
2. What should one do to give first aid to a person saved from drowning?
3. What is the correct way to treat a cut, a bruise, or other injury of the skin?
4. What is the proper first-aid treatment for a splinter?

5. What are some directions for being helpful?

6. To prevent forest fires, what should one do in the woods with a fire or a lighted match that he has been using?

7. Why should one, in turning the pages of a book, not use the finger tips moistened by putting them into the mouth?

8. Why should one change the shoes and stockings if the feet are wet?

9. What are some of the chief causes of fires?

10. Why should every one learn what to do if the clothing catches fire?

11. What should be done to stop nosebleed?

12. Why is it dangerous to scratch the skin with the finger nails?

13. What care should be given the eyes after a dusty drive?

14. Why is it hard on the eyes to read in a dim light? In too bright a light?

15. Why should one not scratch the inside of the ear with the fingers?

16. How does one catch cold?

THINGS TO DO

1. Write a "Be-Careful" story.

2. Draw a picture of the poison ivy vine.

3. Make a "Be-Careful Record" for your notebook and list all the things that you need to be careful about.

4. Sit always in good light when reading.

5. Make a list of "Hear-Well" and "See-Well" rules for your notebook.

6. Destroy the breeding places of flies and kill all flies in the house.

CHAPTER XII

ALCOHOL AND DRUGS

What Are Stimulants? — When a person is tired, he rests, and soon the feeling of tiredness is gone. When a person is hungry, he eats good food, and soon his hunger is gone. There are wholesome ways to rest, and people can prepare by resting, to do more work. Instead of resting, some people take stimulants. Stimulants are like a whip to a tired horse; they whip up the cells of the body to act faster. There are times when stimulants are needed, as in illness, but they are used carefully by the doctor even then.

Skill in games is lost when alcohol is used.

Does Strong Drink Make You Strong? — Some persons have had the foolish idea that strong drink strengthens them. Alcohol gives a feeling of strength, because it stimulates, but to become strong one must use other things. Do you know from your study what things will make you strong?

How Alcohol Affects the Body. — Alcohol is present in whisky, wines, beer, brandies, gin, and other drinks of like kind. When taken into the body, it causes the little blood vessels to get larger, and this brings more blood to the skin. One who takes alcohol feels warmer, then, because more blood is in the skin. Because of this, some people think it proper to take alcohol when cold. Although one feels warmer, the alcohol has really taken good heat from the body. With more blood in the skin, the heat more easily leaves the body.

Photo from H. Armstrong Roberts

The best stimulants are good food, rest, sleep, and fresh air.

After exposure to cold, it is very unwise to use alcohol. It is far better to apply heat on the outside of the body. Hot-water bags, blankets, and a warm room are more helpful.

Alcohol and Games. — A sixty-two-mile walking race was held at Kiel, Germany, to decide the championship in long-distance walking. Eighty-three men entered the match. The first four to finish were ones who did not use alcohol. Of the first ten to finish, six were men who did not use alcohol, and

two others had not used it for months before the contest. Of the twenty-four men who did not use alcohol, only two failed to reach the goal. Of the fifty-nine men who drank, thirty, or more than half, failed to finish the race.

Alcohol gives, not strength, but only a feeling of strength to the muscles. It deadens the ability to feel tired but does not relieve the tired condition.

It is probable that the weakening effect of alcohol on the muscles is partly due to its effect on the nerves. The movements are made awkwardly, and the muscles work against each other. This lack of control in alcohol users is shown in a baseball pitcher, a rifleman, or any one that does work that requires quick muscle control and steady nerves.

Alcohol and Sickness. — It has been learned in New York City hospitals that patients who have been steady users of alcohol get well less easily than others. Broken bones in a drunkard mend with great difficulty. These things show that alcohol does not build strength, but makes for weakness.

Animals and Alcohol. — Animals make fine playmates. They like to run and play as well as girls and boys do. Exercise and sunshine help to make them strong; good food helps them to run fast just as it does girls and boys. Alcohol takes away the strength of animals just as it takes away the strength of men who use much of it.

Some time ago a college professor was asked to find out whether alcohol really does harm. He thought he would see what it does to dogs. He knew it would have just about the same effect upon human beings. In this way some animals gave valuable knowledge which will mean the saving of the lives of men and women, and will help them to be healthier and happier.

The professor was given two little brother dogs from one kennel and two little sister dogs from another. All were strong, healthy puppies. One male and one female puppy were put into one kennel, and the other two into another. The kennels were neat and clean, with plenty of sunshine. The puppies were given plenty of the good foods that dogs like best — meat, eggs, milk, dog biscuit, and all the nice bones they wanted to gnaw. They were also given plenty of fresh, cool water.

The dogs in one kennel had alcohol mixed with their food; those in the other had the same kind of food without the alcohol. Of course the dogs did not care for the alcohol at first, but they ate the food anyway. At first, having the alcohol did not seem to make any difference; all four dogs seemed to be well and strong.

When the four dogs were two years old, a dog disease broke out and the two dogs that had alcohol in their food were very, very ill. They were given nourishing food but with no alcohol in it. The professor feared for a time that they would not live.

The two dogs that had no alcohol were hardly ill at all. This experiment seemed to show that dogs that are given alcohol get sick more easily and stay sick longer than dogs that do not have alcohol.

The professor wanted to know which pair of dogs could learn to play more quickly and to play better. He taught them to run after a rubber ball and to bring it back to him. He found out that the dogs that were not having alcohol could get the ball quicker than the others and were not so tired when they were through. What did this prove?

In all of these experiments the dogs were well fed, well treated, and well taken care of. The two dogs that had not had alcohol were friendly, seemed glad to play, and were not afraid of anything. The dogs that had alcohol were always timid and afraid.

Opium and Cocaine. — In this chapter alcohol and various drugs are discussed. But of all drugs used by man opium and cocaine are the most dangerous. Because they are discussed in this section with tea, coffee, and tobacco, we should not think of them as having similar results. The opium habit is vicious and has most evil effects. When one forms the habit of using opium, he becomes restless, unable to work, and frequently shows a complete change in character. Such persons become liars, are even unable to tell the truth. Unless cured of the habit, they grow steadily worse, losing health, happiness, and friends. Cures are very difficult.

The effects of the cocaine habit are as serious as are those of opium. This habit is quite common among certain people who can easily get the drug. Its use causes a wasting away of the body, loss of red quality in the blood, and general weakness. Mind and morals are affected so that self-control is lost.

Persons who have contracted the opium or cocaine habit will go to almost any length to get the drug. The craving for these drugs becomes so great that robberies and even worse acts against society are committed.

Since these drugs are so evil in their effects, the question may well be asked as to why their manufacture is permitted. The answer to the question is found in the value they possess when used properly. Both act to kill pain, and in severe sickness the physician can help the patient by proper use of them. It is their improper use that is bad.

Opium and cocaine, then, are useful. They have this fault, however, that their use may easily become a bad habit. They are habit-forming drugs and if taken a long time injure the health and destroy the character. Opium and cocaine should be used only on the advice of a physician.

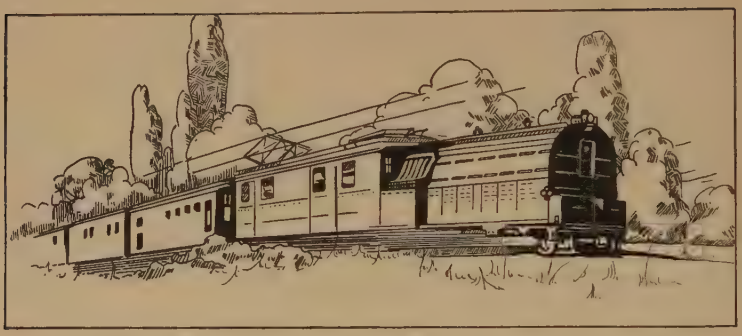
Tobacco. — At one time tobacco was used quite generally in three ways: for smoking, for chewing, and as snuff. Snuff is taken very little now, except in certain states. Chewing tobacco is used very little in cities, except by outdoor workers. Smoking tobacco seems to be used by more people.

Tobacco is not a stimulant, like alcohol, but acts to quiet a person. Boys who smoke are not active and good in games, they do not grow well, and do not come to the table hungry. Children should never use tobacco. If they will wait until they are grown and then wish to smoke, they can do so with less injury to themselves. Sometimes children smoke to pretend that they are grown-ups. It is only pretending and does not make one manly. Men should not act like little boys, and boys should not try to act like men. Each has his own work, play, and things to do. To be a fine man one should begin by being a fine boy. One cannot become a fine, strong man by trying to do all the things some men do.

Boys and Men. — Some things both boys and men can do. Some things are only for boys and others only for men. Here are three lists. Which one is for boys, which for men, and which for both boys and men?

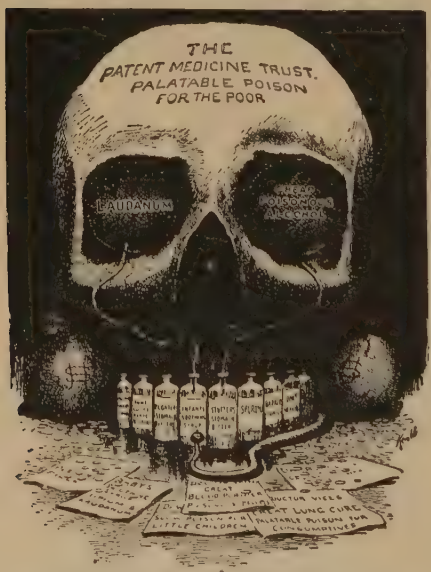
1	2	3
Driving a locomotive	Helping others	Learning at school
Working all day in the shop	Reading	Playing marbles
Building a house	Being kind	Hunting wild flowers
Voting	Going on picnics	Helping mother
Captain of steamship	Having courage	Growing

Tea and Coffee. — Tea and coffee are stimulants. They are not like alcohol in their effects, but act upon heart and nerves to whip them up. Tea and coffee stimulate us so much at times that we cannot



Men who run trains are not allowed to use alcohol.

sleep. Is that good or bad for us? Coffee often causes indigestion and headaches. Some people with eye trouble would be cured merely by not drinking coffee. Some ladies drink so much tea and coffee that they are "nervous" because of it. These drinks cause red noses at times, so that a tea or coffee drinker may have a nose much like a drunkard's.



Cartoon from Colliers, 1905, reproduced in Our Times *to illustrate the war against the patent medicine business.*

Patent Medicines. — For many years people did not know the causes of diseases. They believed that they were caused by evil spirits.

So they tried many things for cures. This custom has remained to some extent, and many people today wish to try all kinds of medicine whenever they are ill.

Once upon a time a man in the Adirondack mountains cut his hand very badly. To heal the wound he put the crushed leaves of some weeds on it. When asked why he did this, he said, "There is a plant to cure every illness." This idea that there are plants to cure all illnesses is used in making "patent medicines." Such medicines claim to contain only vegetable substances.

Most of the liquid "patent medicines" contain large amounts of alcohol. The effect they have is due to the alcohol, and persons taking the medicine think they are better, because they are stimulated. Almost every patent medicine also contains a laxative. This is some drug to cause bowel action. So, instead of curing the disease or injury, they either stimulate with alcohol or act upon the body as a laxative.

Patent Medicines Are Not Cheap. — It is very expensive to use such medicines. They do little good, and one may buy many bottles and be worse than before taking them. It is better to see a good doctor who can tell the cause of the illness and advise the patient. This in the end is always cheaper.

Patent Medicines and Babies. — Some people give paregoric and soothing syrups to babies to stop their crying. Paregoric and soothing syrups contain harm-

ful drugs that stop the cry but also injure the baby's health. If the baby cries very much, a doctor should be called to discover the cause and to apply a remedy.

At Home At School

What do parents and teachers say in answer to these questions?

THINGS TO TALK ABOUT

1. Why do some athletes neither smoke tobacco nor drink alcohol?
2. Why does food spoil in hot weather, and why is it dangerous to health to eat spoiled meat but safe to drink and use sour milk?
3. In Germany, before the War, most people drank a great deal of alcoholic liquors. Today most of the young people who have formed youth clubs neither drink nor smoke. Why is this? Did some one make them act in this way?
4. Why should tobacco be more injurious to a child than to a grown-up person?
5. What are the results of the opium habit? Of the cocaine habit?

THINGS TO THINK ABOUT

1. What are the best stimulants?
2. If alcohol causes disease, prevents proper growth, and

spoils the disposition of dogs, is this apt to be its effect upon man? Why?

3. If boys and girls live wholesomely every day of their lives, will they grow up to be strong and healthy? If they do some things that they think grown-ups should do, but things that are unwholesome, will they grow up to be strong and healthy?

4. Should children ever drink tea and coffee?

5. Should children ever smoke?

6. If a person is sick, should he take a patent medicine or should he have a physician tell what is wrong and help him to get well?

7. Under what circumstances should opium or cocaine be taken?

THINGS TO DO

1. Live each day at your best. This means to live in all things as well as you know how to live.

2. Take charge of your life from this moment. This means that you are to control your acts. No bad habit will then control you. It means being brave, too.

3. Learn the best way to prevent sickness. Write a list of the things to do to prevent colds, measles, scarlet fever, diphtheria, and indigestion.

4. Since knowledge removes fear that is due to ignorance, you will not fear sickness if you know how to prevent it. You will practice having a brave, happy spirit.

5. Always avoid anything and everything that destroys self-control.

CHAPTER XIII

COURTESY AND CONTROL

Living with Others. — If you were living alone on a desert island, it would not make any difference when you ate, worked, played, or slept. If you wanted to sleep all day and work all night, nobody would be disturbed. You might not feel so well yourself, because of not getting any sunshine, but you would not harm any one else. If you wanted to play noisy games at midnight, nobody would be awakened from sleep.

We do not live on desert islands. We live in a wonderful, beautiful land with folks east, west, north, and south of us. The happiest places to live are where people are thoughtful of others. This spirit of thoughtfulness is called courtesy. It is a priceless treasure to the school, the home, or the town, wherever they are.

Control Needed. — Have you ever seen a violin player tighten or loosen the strings of his violin? He tries each one gently, again and again. At last the violin is ready to give true tones as the bow goes back and forth across the strings. Just one string out of tune makes the others seem to give harsh instead of pleasant tones.

Have you ever known a girl or a boy who was not thoughtful of others, who was not willing to take turns in the games? Or maybe it was something else that was done that made others unhappy. People can get out of tune with those around them just as violin strings can get out of tune and change harmony into discord. Training in being thoughtful, kind, and unselfish makes the difference between living happily and unhappily.

Savages and Control. — Savages do not have training in the kind of control needed in civilization. Their controls are suited to the lives they live. People crowded together in towns and cities, and boys and girls grouped in class rooms at school require kinds of control that are never needed in a jungle. Living today in the United States requires that all of us show the highest control we can.

Control and Ships. — Civilized people require higher control than savages. Modern steamships require finer control than simple sailing vessels. A sailboat is dependent upon the wind for power. To go from one place to another, it must often tack, which means sailing back and forth in a zigzag in order to go ahead. The captain of such a vessel has not control over it so that he can go straight ahead re-

The beam on the outside, called the "outrigger," helps to give control.

gardless of the wind. A modern steamship, however, is guided by the captain on the bridge, and to every turn of the wheel the ship responds. It goes where he wants it to go. He has perfect control over it.

Modern steamships require finer control than simple sailing vesssels.

Do you have this kind of control over yourself? You should have, because you live at a time that requires just this kind of control.

Training in Control Is Important. — Have you ever read the story of the silver-toned bells hung high in a church tower?

" Why are we here? " asked the new bell the first day it was placed in the tower.

" We are here to give our message to the busy toilers

on the street below," replied the oldest bell. "They are happier when they hear us sing."

"What is our message?" asked the new bell.

"Loving and giving bring peace of heaven. Loving and giving, Loving and giving!" chimed the oldest bell.

Photo from Wide World Photos

Children serve as traffic officers in some schools.

Training in control means just that. It is doing the things that make others happy. It is giving thoughtful acts and unselfish service. It is loving to see cheerful faces and to hear gay laughter. It is trying to have that control of body and mind that makes harmony.

The Marks of a Well-Trained Girl or Boy. — There are certain marks by which a girl or boy is judged. A

well-trained child is courteous, unselfish, and cheerful. A well-trained child is brave. Bravery does not mean doing foolish things to show our courage. Bravery is being careful but not fearful. A young officer in the World War was asked, " Were you not afraid on the battlefield when the shot and shell were flying all about you? "

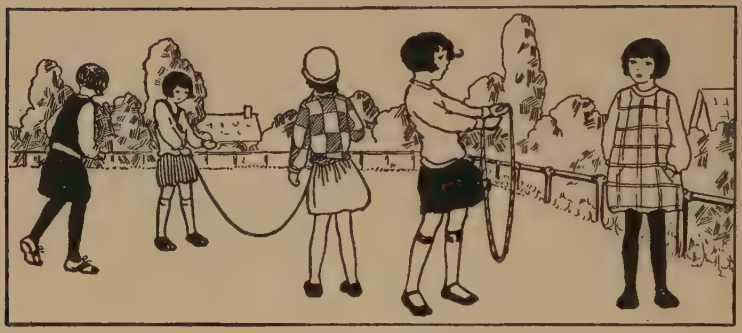
" Yes," said the officer, " I was scared badly but I went right on. So did others and our men won the day."

This is bravery, just going on because it is best to do so, knowing the danger and being careful. A well-trained child has control — the control that helps to build a body beautiful and strong and to keep the mind wholesome and clean.

How Do You Score as a Well-Trained Girl or Boy? — A score shows what you can do. If you score high in control, you are a better citizen, and others around you are happier. If you score low, you can improve yourself by trying hard to make courtesy, unselfishness, cheerfulness, and bravery a part of your control. On the next page are ten questions about courtesy. If you can honestly answer "yes" to each one, you may score yourself 100. How much will your score be if you only answer "yes" to seven of them? On page 200 there are four questions about unselfishness. How much is each question worth if all of them are worth 100? What will be your score if you can answer "yes" to three of them?

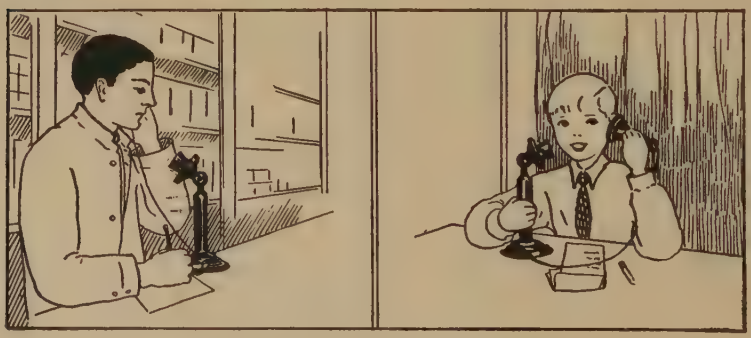
COURTESY

1. Do I show the same courtesy to my family that I show to people outside my family?
2. Am I careful not to laugh at other people's mistakes?
3. Do I return promptly things that have been lent me?
4. Do I always remember to thank people when they have done something for me?
5. Am I courteous when I ask a favor of some one?
6. Do I say, "Pardon me," when I have to pass in front of some one?
7. Do I say, "Excuse me," when I have to leave the table before others have finished?
8. Am I kind and respectful to grown-up people?
9. Do I always answer when some one speaks to me?
10. Am I careful not to interrupt when others are talking, except when it is necessary?



UNSELFISHNESS

1. When I share anything with others, do I give them the larger part?
2. Do I help others on the team to win?
3. Do I help little children or older people when they need me?
4. Do I share my playthings and play places with others?



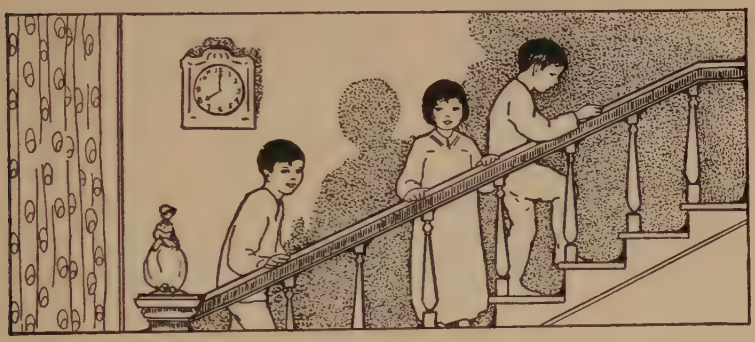
CHEERFULNESS

1. Do I do things cheerfully when asked to do them?

2. Am I careful not to disagree with people in an unpleasant way?

3. Am I careful not to sulk or pout when I cannot have my own way?

4. Am I always pleasant to telephone operators, clerks, or any one else who serves me?



BRAVERY

1. Am I brave about going upstairs at night when I go to bed?

2. Am I brave when it thunders and the lightning flashes?

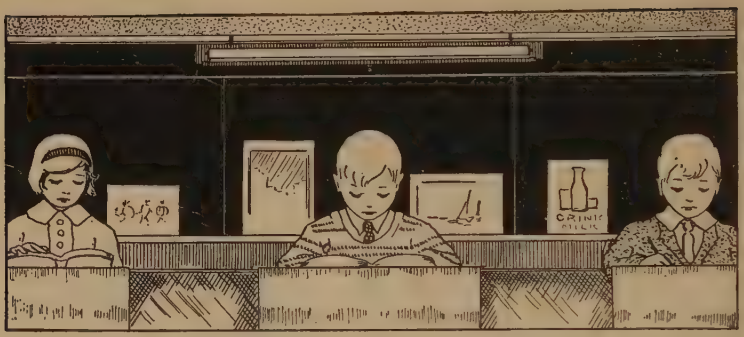
3. Am I brave when I am left alone in the house?

4. Am I brave when I am on the losing side in games?

5. Am I brave in going to school and coming home alone?

A wise man many years ago said:

> Fear only one thing:
> Fear that you will fear.



CONTROL*

1. Am I always careful to keep my word?
2. Do I leave other people's things alone unless I have permission to use them?
3. Am I careful not to read other people's letters or postcards unless I have been given permission to do so?
4. Am I careful not to talk during church services, lectures, or musicals?
5. Am I always careful not to criticize others for their mistakes?
6. Do I try honestly to see my own shortcomings and to correct them?
7. Do I try to obey the laws of health?

Good, Better, Best. — If you have learned to care for your health in ways which you have not done before, your health score is better than it would have

*These questions on Control have been adapted from the Courtesy Score Card found in the Horn and Moscrip *Learn to Study Readers*, Book IV, pages 13–16. Used by permission of the authors and of Ginn and Co., publishers.

Reproduced by special permission of the Saturday Evening Post.
Copyright by the Curtis Publishing Company

If picnickers used their homes as they do the country! Are you courteous at a picnic?

been otherwise. If you are doing better the things that make for health, you are building good habits. These habits give you greater happiness now and will add to your happiness when you are grown. To make your body its very best, to have health and control is to keep in mind and to try each day to do:

Good, better, best,
This is the test:
Make the good better,
And the better best.

At Home At School

What do parents and teachers say in answer to these questions?

THINGS TO TALK ABOUT

1. Should I think first of myself or of others?
2. How can one overcome fear of lightning?
3. Is it true that all persons are equal? If all persons are not equal, what are some of the things that one must do in order to become equal with others or superior to them?
4. Why are courtesy and control taught in health lessons? Is there any relationship between courtesy and health? Between control and health?
5. Is it natural to be afraid of things, or are people fearful because of lack of training? Are some people brave? How did they become brave?

THINGS TO THINK ABOUT

1. If I feel pouty, should I act the way I feel?
2. If I feel happy, should I act the way I feel?
3. If there are differences in the answers above, explain them.
4. How can I make my mother, my father, my brothers and sisters, my teacher, the school janitor, and other people happy today?
5. Shall I begin now and do one thing that will make some one happy? What will it be?

6. Will I be able to serve others best if I take charge of my habits and live each day at my best?

THINGS TO DO

1. Do your best every day in all things and not find excuses.

2. Write a story of a savage, and show the kinds of control he needed.

3. Write a story of a man today, and show the kinds of control he needs.

4. Make score cards for courtesy, unselfishness, cheerfulness, bravery, and control and keep a record in my notebook each day. Try to gain in these things.

5. Be courteous today to my brother, sister, and playmates.

6. Be unselfish at recess time.

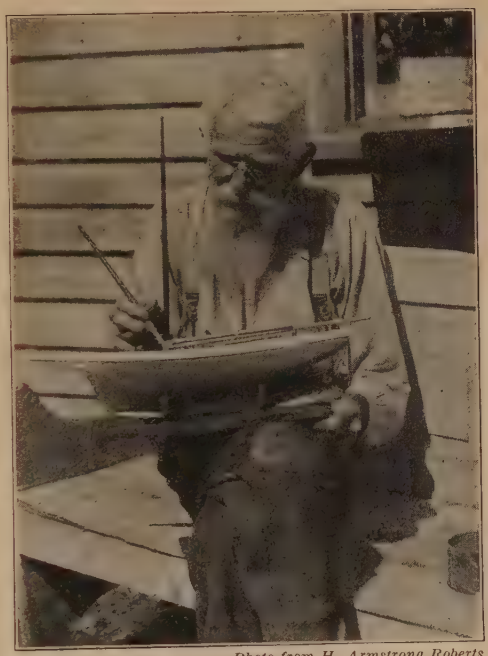


Photo from H. Armstrong Roberts

Ready for the first coat.

He is making the boat for his little grandson. Of course, the little boy will say, "Thank you very much, grandfather."

7. Be cheerful at home and at school.

8. Be brave in games, when it rains, and at night.

9. Control myself in all things.

10. If you and an older person should begin to talk at the same time, it would be courteous to say, "I beg your pardon," and permit the other to finish what he was saying.

INDEX

Activities, out-of-door, 102, 108
  in winter, 109
  in spring, 109
  vacation, 110
Adenoids, 119
Air. *See also* Out-of-doors
  indoor, 115
  moving, 117
  temperature of, 116
  we breathe, 117
Alcohol, 183
  affects the body, 184
  animals and, 185
  and games, 184
  and sickness, 185
Athletic Badge Test for Boys, 143
  for Girls, 145

Bath. *See* Cleanliness

Cleanliness, 166
  complete bath, 22
  emergency substitutes for tooth-brush and soap, 78
  handling dishes, 70
  of hair, 22
  of skin, 20
  record of, 18
  unclean hands, 166
  unclean objects, 166
  washing hands, 21
Clothing, care of, 121
  for out-of-doors, 103
  indoor, 120
  night, 120
  score card on, 105
Cocaine. *See* Drugs
Colds, 173
  coughing and sneezing, 174
  curing, 177
  spreading, 175
  wet feet and, 177
Control, and ships, 195
  habits and, 3
  muscles and, 126
  needed, 194
  of your thoughts, 3
  posture and, 138
  savages and, 195
  to win means to, 1
Courtesy, in eating, 69
  in lunchroom, 67
  living with others, 194
  marks of being well-trained, 197
  scoring a well-trained girl or boy, 198

Drugs, opium and cocaine, 187
  tobacco, 188

Ear, care of hearing, 172
  "Hear-Well Club," 173
Elimination, 68
Exercise, best kinds of, 128
  develops muscles, 126
  how to use, 128
  record of, 130
  swimming, 130
Eyes, care of, 169
  bright lights, 172
  dim lights, 169

Feet, care of, 137
  exercise for weak, 141
First aid, example of, 165
  nosebleed, 164
  poison ivy, 161
Flies, 177
Food, 42
  affects play, 67
  candy, 53
  cereals, 56
    "The Finding of the Grain," 57
  fruits, 50
  milk, 51
  milk, or coffee, 52
  for every day, 42
  for a picnic, 46
  habits, 49
  in Armenia, 38
  in Central Africa, 39
  in China, 40

Food — *Continued*
in Cuba, 38
in India, 37
in Philippine Islands, 37
in Siam, 38
meals at home, 44
plan your meals, 43
school lunch, 61
teeth and, 73
vegetables, 49
vitamins, 54

Games. *See also* Activities
alcohol and, 184
Growth, breakfast needed for, 27
things that affect, 26

Habits, and control, 3
breaking bad, 6
cleanliness, 70
examples of good, 11
food, 49
forming good, 4
health record, 119
how habits are formed, 5
rules for forming, 5
scoring eating, 69
twelve health, 7
Hair, care of brush and comb, 23
how to clean the, 22
things to know about, 22
Handkerchief, how to use, 123
use of, 122
Health, notebook, 12
signs of, 33
Hearing. *See* Ear
Height, how to measure, 33
Houses, kinds of, 113

Indoors, air, 115

Measuring. *See* Growth
Muscles, and control, 126
and play, 125
Athletic Badge Test for Boys, 143
for Girls, 145
exercise develops, 126
what are, 125

Opium. *See* Drugs
Out-of-doors. *See also* Sunlight
air, 101
activity for, 102
in winter, 109
in spring, 109
vacation, 110
benefits of, 97
clothing for, 103
early life of man, 97
picnics, 105

Patent medicine, 190
and babies, 191
cost of, 191
Picnics, 105
Play, games children, 80
across the seas, 83
in Far East, 81
in Far North, 82
good sportsmanship, 84
muscles, 125
Posture, 135
and control, 138
care of feet, 137
exercise for weak feet, 141
how to walk and run, 140
standing and walking, 135

Record, "Be-Careful," 157
daily cleanliness, 14
exercise, 137
health habit, 120
temperature, 116
vacation activities, 110
weekly cleanliness, 18
Rest, 88
plenty of, 90
quiet, restful homes, 120
sleep, a means of, 90

Safety, "Be-Careful Record," 157
bonfires, 159
carelessness and fires, 159
clothing on fire, 161
fires and matches, 156
flashlight, 156
six safety rules, 153
use of matches, 156
"What should you do?" 155
Sickness, alcohol and, 185
Sleep, how to, 94
record of, 93
regular hours of, 93
resolutions for, 94
rest through, 90

Soap, emergency substitute for, 78
Sportsmanship, good, 84
Stimulants. *See also* Alcohol *and* Drugs
  tea and coffee, 189
Sunlight, 98
  sun bath, 99
Swimming, reasons for rules, 133

Teeth, and food, 73
  emergency substitute for toothbrush, 78
  honor roll for, 76
  injury to, 74
  posters for, 77
  shape of, 73
  test yourself for good, 75
Temperature, to tell, 116
Tobacco. *See* Drugs

Vitamins, 54

Water, at mealtime, 68
  drinking, 68
  things to know about, 131
Weight, how to gain, 30
  gain for each month, 31
  how to weigh yourself, 34
  what to weigh, 29
  table for boys, 28
    for girls, 29
Work, daily chores, 87
  children's, 86

S0-BVE-173